

**EARLY CHILDHOOD LONGITUDINAL STUDY
ECLS-K SPRING**

PARENT INTERVIEW QUESTIONNAIRE

INTRODUCTION - INQ

INQ030BX

INTERVIEWER:

IF FALL K NON-RESPONDENT, GO TO INQ040.

OTHERWISE, GO TO INQ050.

IF (NUMBEROFCHILDREN>1 AND CHILDNUM=2), GO TO INQ117BX.

INQ040

DISPLAY '{and {TWIN}}' IF THERE IS A TWIN.

(As I mentioned earlier), you and {CHILD} {and {TWIN}} have been selected to take part in the Early Childhood Longitudinal Study Kindergarten Cohort, which is sponsored by the U.S. Department of Education, National Center for Education Statistics. I now have some questions for you that ask about {CHILD's} {and {TWIN's}} school and home experiences. The information I collect in this interview will be extremely valuable in understanding the development of young children and how their early school experiences can be improved.

IF NEEDED, READ THE FOLLOWING:

The information you provide will be kept completely confidential and private as required by law.

PRESS ENTER TO CONTINUE.

INQ045BX

IF FALL K NON-RESPONDENT, GO TO INQ060.

INQ050

*CAP I INSTRUCTION: DISPLAY FIRST AND LAST NAME OF RESPONDENT FROM FALL K FAMILY ROSTER.
USE THE NAME OF PERSONTYPE=R.*

*CAP I INSTRUCTION: DISPLAY DATE OF FALL INTERVIEW FROM FALL K. USE THE LATEST DATE
COMPLETED.*

Last fall, we spoke with {NAME OF FALL RESPONDENT} who took part in the Early Childhood Longitudinal Study Kindergarten Cohort on {DATE OF FALL INTERVIEW}. Am I talking to the same person?

1 YES

(INQ090)

2 NO

(INQ060)

INQ060

May I have your name, please?

ENTER FIRST NAME.

VERIFY SPELLING.

INQ070

[May I have your name, please?]

ENTER LAST NAME.

VERIFY SPELLING.

INQ075BX

IF NEW SPRING K RESPONDENT, CONTINUE WITH INQ080.

IF FALL K NON-RESPONDENT, ASK INQ117BX THROUGH INQ340BX.

INQ080

DISPLAY '{and {TWIN}}' IF THERE IS A TWIN.

(As I mentioned earlier), you and {CHILD} {and {TWIN}} were selected to take part in the Early Childhood Longitudinal Study Kindergarten Cohort on {DATE OF FALL INTERVIEW}, which is sponsored by the U.S. Department of Education, National Center for Education Statistics. I now have some questions for you that ask about {CHILD's} {and {TWIN's}} school and home experiences. The information I collect in this interview will be extremely valuable in understanding the development of young children and how their early school experiences can be improved.

IF NEEDED, READ THE FOLLOWING:

The information you provide will be kept completely confidential and private as required by law.

PRESS ENTER TO CONTINUE.

INQ085BX

FOR NEW SPRING K RESPONDENTS, GO TO INQ117BX.

INQ090

*CAPI INSTRUCTION: DISPLAY DATE OF FALL INTERVIEW FROM FALL K.
USE THE LAST DATE COMPLETED.*

DISPLAY '{and {TWIN}}' IF CHILD HAD A TWIN IN FALL.

Last fall, you and {CHILD} {and {TWIN}} took part in the Early Childhood Longitudinal Study Kindergarten Cohort on {DATE OF FALL INTERVIEW}, which is sponsored by the U.S. Department of Education, National Center for Education Statistics. I now have some questions for you that ask about {CHILD's} {and {TWIN's}} school and home experiences since our last interview. The information I collect in this interview will be extremely valuable in understanding the development of young children and how their early school experiences can be improved.

IF NEEDED, READ THE FOLLOWING:

The information you provide will be kept completely confidential and private as required by law.

PRESS ENTER TO CONTINUE.

INQ100BX

IF (NumberOfChildren=1) OR

IF (NumberOfChildren >1 and ChildNum=1), GO TO INQ110.

IF (NumberOfChildren >1 and ChildNum=2), ASK INQ120 - INQ160.

INQ110

DISPLAY RESPONDENT'S FIRST NAME FROM FALL K.

I would like to verify your name on our records. Is your first name {FIRST NAME OF FALL RESPONDENT}?h

1 YES

(INQ115)

2 NO

(INQ112)

INQ112

May I have your first name?

VERIFY SPELLING.

INQ115

DISPLAY RESPONDENT'S LAST NAME FROM FALL K.

[I would like to verify your name on our records.]

Is your last name {LAST NAME OF FALL RESPONDENT}?

1 YES

(INQ117BX)

2 NO

(INQ116)

INQ116

May I have your last name?

VERIFY SPELLING.

INQ117BX

IF (NumberOfChildren >1 and ChildNum=1), GO TO INQ120.

IF (NumberOfChildren >1 and ChildNum=2), ASK INQ120 THROUGH INQ160.

IF (NumberOfChildren=1), GO TO INQ130.

INQ120

CAP I INSTRUCTION: DISPLAY "FOR THIS INTERVIEW ... YOU OR YOUR HOUSEHOLD." IF CURRENTLY ASKING ABOUT SAMPLED CHILD 1. FOR "CHILD", DISPLAY THE NAME OF SAMPLED CHILD 1. FOR "TWIN", DISPLAY THE NAME OF SAMPLED CHILD 2.

CAP I INSTRUCTION: DISPLAY "AS I MENTIONED YOU AND YOUR HOUSEHOLD." IF CURRENTLY ASKING ABOUT SAMPLED CHILD 2. FOR "CHILD", DISPLAY THE NAME OF SAMPLED CHILD 2.

DISPLAY 'SPECIFICALLY ABOUT {CHILD}' AND "NOT" IN BRIGHT WHITE.

{For this interview, I will first ask questions that collect information specifically about {CHILD} and general questions about you and your household. Once those questions are finished, I will need to ask some questions that collect information specifically about {TWIN}. There will not be as many questions for {TWIN}, since I will not need to ask the questions about you or your household.

As I mentioned earlier, now I need to ask some questions specifically about {CHILD}. These questions will not take as long as the first round of questions, since I have already asked the general questions about you and your household.}

PRESS ENTER TO CONTINUE.

INQ130

DISPLAY CHILD'S FIRST NAME FROM FALL K IN RESPONSE CATEGORY.

FOR CHILD'S FIRST, MIDDLE, AND LAST NAME, DISPLAY CHILD'S CORRECTED FULL NAME FROM FALL K.

USE FALL K LENGTH FOR CHILD'S NAME.

Before we begin the interview, I would like to verify some information about {CHILD}.

I have recorded {CHILD'S FIRST, MIDDLE, AND LAST NAME} as {CHILD}'s full name. Is this correct?

ALSO VERIFY SPELLING.

MAKE CORRECTIONS TO NAME BELOW OR PRESS ENTER TO ACCEPT FIRST NAME.

INQ140

DISPLAY CHILD'S MIDDLE NAME FROM FALL K IN RESPONSE CATEGORY.

[I have recorded {CHILD's FIRST, MIDDLE, AND LAST NAME} as {CHILD}'s full name. Is this correct?]

ALSO VERIFY SPELLING.

MAKE CORRECTIONS TO NAME BELOW OR PRESS ENTER TO ACCEPT MIDDLE NAME.

IF NO MIDDLE NAME OR INITIAL, ENTER 'NMN'.

INQ150

DISPLAY CHILD'S LAST NAME FROM FALL K IN RESPONSE CATEGORY.

[I have recorded {CHILD's FIRST, MIDDLE, AND LAST NAME} as {CHILD}'s full name. Is this correct?]

ALSO VERIFY SPELLING.

MAKE CORRECTIONS TO NAME BELOW OR PRESS ENTER TO ACCEPT LAST NAME.

INQ160

DISPLAY CORRECTED INFORMATION ABOUT CHILD'S GENDER FROM FALL K.

ASK IF NOT OBVIOUS: I have {CHILD} recorded as {male/female}. Is that correct?

MAKE CORRECTIONS TO GENDER BELOW OR PRESS ENTER TO ACCEPT CURRENT GENDER.

- 1 MALE
- 2 FEMALE

INQ165BX

IF (NumberOfChildren =1) OR

IF (NumberOfChildren >1 and ChildNum=1), GO TO INQ170.

IF (NumberOfChildren >1 and ChildNum=2) AND CONTINUING HOUSEHOLD, GO TO PIQ (PARENT'S INVOLVEMENT WITH CHILD'S SCHOOL).

IF (NumberOfChildren >1 and ChildNum=2) AND FALL K NON-RESPONDENT, GO TO SPQ (SUPPLEMENTARY SECTION).

INQ170

CAPI INSTRUCTION: DISPLAY CORRECTED INFORMATION ABOUT CHILD'S DATE OF BIRTH FROM FALL K.

CAPI INSTRUCTION: REFUSED AND DON'T KNOW ALLOWED. HOWEVER, DO NOT ALLOW INTERVIEWER TO CHANGE 'REAL DATA TO REFUSED OR DON'T KNOW.

CAPI INSTRUCTION: IF CURRENT INFO IS NOT AVAILABLE, ENTRY FOR DATE OF BIRTH IS REQUIRED. (REFUSED AND DON'T KNOW ARE ALLOWED.)

CAPI INSTRUCTION: DISPLAY "I HAVE RECORDED THE {CHILD} WAS BORN ON {DATE OF BIRTH}. IS THAT CORRECT?" AND "MAKE CORRECTIONS TO DATE OF BIRTH BELOW." IF A DATE OF BIRTH IS AVAILABLE FOR THE FOCAL CHILD FROM THE FMS (SCHOOL RECORDS). OTHERWISE, DISPLAY "WHAT IS {CHILD}'S DATE OF BIRTH?"

CAPI INSTRUCTION: RANGE CHECK: 1-12 FOR MONTH, 1-31 FOR DAY, 1991-1996 FOR YEAR.

{I have recorded that {CHILD} was born on {DATE OF BIRTH}. Is that correct?/What is {CHILD}'s date of birth?}

{MAKE CORRECTIONS TO DATE OF BIRTH BELOW OR PRESS ENTER TO ACCEPT CURRENT DATE OF BIRTH.}

DK Allowed

Refusal Allowed

INQ172BX

CONTINUE WITH INQ.175.

IF ANY FIELD IN DATE OF BIRTH INQ.170 = REFUSED OR DK, GO TO INQ.176.

INQ175

IF NO, DK, OR RF, DISPLAY "IF AGE INCORRECT, CORRECT DATE OF BIRTH."

So {CHILD} is {AGE CALCULATED FROM DATE OF BIRTH AT INQ.170} years old. Is that correct?

1 YES

(INQ180)

2 NO

(INQ176)

DK Allowed (INQ176)

Refusal Allowed (INQ176)

INQ176

CAPI INSTRUCTION: RANGE CHECK 3-8.

IF DK OR RF, DISPLAY "YOU MUST ENTER AN AGE FOR THE CHILD IF DATE OF BIRTH IS MISSING. IF THEIR RESPONDENT DOESN'T KNOW THE AGE, ASK FOR HIS/HER BEST GUESS. IF THE RESPONDENT REFUSES TO PROVIDE AN AGE, ENTER YOUR BEST GUESS OR A '5' IF YOU CAN'T GUESS AT THE CHILD'S AGE."

How old is {CHILD}?

Range:3 to 8

DK Allowed

Refusal Allowed

INQ180

CAPI INSTRUCTION: DISPLAY CHILD'S ADDRESS FROM FALL K:

IF CMQ190 FROM FALL K=YES, USE ADDRESS IN CMQ200 FROM FALL K.

IF CMQ190 FROM FALL K=NO, USE ADDRESS IN INQ110 FROM FALL K.

I have recorded that {CHILD}'s home address is:

{STREET ADDRESS1..}

{STREET ADDRESS2..}

{CITY..} {ST} {ZIP CODE..}

Is this correct?

1 CORRECT ADDRESS

(INQ200)

2 SAME ADDRESS - MINOR CORRECTION
CORRECTIONS

(INQ190)

3 NEW ADDRESS

(INQ190)

INQ190

MAKE CORRECTIONS TO ADDRESS BELOW.

DK Allowed

Refusal Allowed

INQ191

MAKE CORRECTIONS TO ADDRESS BELOW.

DK Allowed

Refusal Allowed

INQ192

MAKE CORRECTIONS TO ADDRESS BELOW.

DK Allowed

Refusal Allowed

INQ193

MAKE CORRECTIONS TO ADDRESS BELOW.

DK Allowed

Refusal Allowed

INQ194

THE ZIP CODE MUST BE FORMATTED AS 5 NUMBERS (XXXXX) OR AS 5 NUMBERS-4 NUMBERS (XXXXX-XXXX).

MAKE CORRECTIONS TO ADDRESS BELOW.

DK Allowed

Refusal Allowed

INQ200

CAPI INSTRUCTION: DISPLAY CORRECTED CURRENT PHONE NUMBER FROM FALL K IN RESPONSE FIELD.

CAPI INSTRUCTION: USE CHILD'S FAMILY PHONE NUMBER FROM FALL K:
IF CMQ190 FROM FALL K=YES, USE PHONE NUMBER IN CMQ200 FROM FALL K.
IF CMQ190 FROM FALL K=NO, USE PHONE NUMBER IN INQ130 FROM FALL K.

CAPI INSTRUCTION: DISPLAY "I HAVE RECORDED ... CORRECT?" IF A HOME PHONE NUMBER IS AVAILABLE FOR THIS CASE. OTHERWISE, DISPLAY "WHAT IS ... PHONE NUMBER?"

CAPI INSTRUCTION: IF CURRENT INFO IS NOT AVAILABLE, ENTRY IS REQUIRED FOR TELEPHONE NUMBER. (REFUSED AND DON'T KNOW ARE ALLOWED.)

{I have recorded that {PHONE NUMBER} is {CHILD}'s family's current home phone number. Is this correct?/What is {CHILD}'s family's current home phone number?}

IF NO TELEPHONE, ENTER '000'.

MAKE CORRECTIONS TO PHONE NUMBER BELOW OR PRESS ENTER TO ACCEPT CURRENT PHONE NUMBER.

DK Allowed

Refusal Allowed

INQ300

Next, I have a few questions about {CHILD}'s background.

Was (CHILD) born in this country, that is, in any of the fifty states or the District of Columbia?

1 YES

2 NO

(INQ340BX)

(INQ310)

DK Allowed (INQ340BX)

Refusal Allowed (INQ340BX)

INQ310

In what country or territory was {CHILD} born?

- 1 AMERICAN SAMOA
- 2 ARGENTINA
- 3 BRAZIL
- 4 CANADA
- 5 CHILE
- 6 CHINA
- 7 COLUMBIA
- 8 CUBA
- 9 DOMINICAN REPUBLIC
- 10 EGYPT
- 11 EL SALVADOR
- 12 ETHIOPIA
- 13 FRANCE
- 14 GERMANY
- 15 GREECE

- 16 GUAM
- 17 GUATEMALA
- 18 GUYANA
- 19 HONDURAS
- 20 INDIA
- 21 ITALY
- 22 JAMAICA
- 23 JAPAN
- 24 KOREA
- 25 MARIANA ISLANDS
- 26 MEXICO
- 27 NICARAGUA
- 28 NIGERIA
- 29 PERU
- 30 PHILIPPINES
- 31 POLAND
- 32 PORTUGAL
- 33 PUERTO RICO
- 34 SAUDI ARABIA
- 35 SOLOMON ISLANDS
- 36 VENEZUELA
- 37 VIETNAM

Other Specify Allowed

DK Allowed

Refusal Allowed

INQ312

What is {CHILD}'s country of birth?

INQ320

RANGE CHECK: THE YEAR CHILD CAME TO U.S. CANNOT BE EARLIER THAN CHILD'S YEAR OF BIRTH OR LATER THAN THE CURRENT YEAR.

In what year did {CHILD} come to the United States to stay?

DK Allowed

Refusal Allowed

INQ330

Is {CHILD} a U.S. citizen?

- 1 YES
- 2 NO

DK Allowed

Refusal Allowed

INQ340BX

IF FALL K NON-RESPONDENT, GO TO NEXT SECTION (SPQ).

OTHERWISE, GO TO SECTION PIQ (PARENT'S INVOLVEMENT WITH CHILD'S SCHOOL).

SUPPLEMENTARY ITEMS FOR NON-RESPONSE HOUSEHOLDS - SPQ

SPQ001BX

IF (NumberOfChildren >1 and ChildNum=2), GO TO SPQ005.

IF (NumberOfChildren=1) OR

IF (NumberOfChildren >1 and ChildNum=1), GO TO SPQ010.

SPQ005

Next, I'd like to talk with you about the child care arrangements you had for {CHILD} last year.

Did {CHILD} have the same child care arrangements as {TWIN} the year before {he/she} started kindergarten?

1 YES

(SPQ060)

2 NO

(SPQ010)

DK Allowed (SPQ060)

Refusal Allowed (SPQ060)

SPQ010

DISPLAY 'REGULAR BASIS THE YEAR BEFORE' IN BRIGHT WHITE.

DISPLAY 'HELP AVAILABLE' IN BRIGHT WHITE.

HELP AVAILABLE

Did {CHILD} receive care from a relative on a regular basis the year before (he/she) started kindergarten?

THIS MEANS ANYTIME IN THE YEAR BEFORE CHILD ENTERED KINDERGARTEN.

HELP TEXT:

Care from a relative: Record care or programs provided by someone other than the child's parents. In all cases, do not include care provided by a parent, even if they do not live in the household. (Do not include visitation with a separated or divorced parent who does not have custody.)

If there is at least one parent in the household, any relative living in the household is eligible to be counted as a care arrangement, if the care is provided on a regularly scheduled basis. Relatives outside the household may also be regular care providers.

If neither parent lives in the household, do not include care provided by guardians who live with the child (they are similar to parents).

Relative care arrangements may or may not have a charge or fee.

Regular Basis: An arrangement or program occurring on a routine schedule (i.e., occurring at least weekly or on some other schedule). Do not include occasional babysitting or "back up" arrangements that are just used once in a while.

1 YES

2 NO

DK Allowed

Refusal Allowed

SPQ020

DISPLAY 'REGULAR BASIS THE YEAR BEFORE' IN BRIGHT WHITE.

DISPLAY 'HELP AVAILABLE' IN BRIGHT WHITE.

HELP AVAILABLE

Did {CHILD} receive care from a nonrelative on a regular basis the year before (he/she) started kindergarten?

THIS MEANS ANYTIME IN THE YEAR BEFORE CHILD ENTERED KINDERGARTEN.

PROBE: This refers to care received from nonrelatives in a private home, including home child care providers, regular sitters, or neighbors. However, this does not include child care centers.

HELP TEXT:

Care from a non-relative: Non-relative care is provided by someone not related to the child and is located in a private home. The private home may be the child's home, the caregiver's home, or another home.

If there is at least one parent in the household, any nonrelative living in the household is eligible to be counted as a care arrangement, IF the care is given on a regularly scheduled basis.

If neither parent lives in the household, do not include care provided by guardians who live with the child (they are treated the same as parents).

Non-relative care arrangements or programs may or may not have a charge or fee.

Regular Basis: An arrangement or program occurring on a routine schedule (i.e., occurring at least weekly or on some other schedule). Do not include occasional babysitting or "back up" arrangements that are just used once in a while.

1 YES

2 NO

DK Allowed

Refusal Allowed

SPQ030

DISPLAY 'THE YEAR BEFORE' IN BRIGHT WHITE.

DISPLAY 'HELP AVAILABLE' IN BRIGHT WHITE.

HELP AVAILABLE

Head Start is a federally sponsored preschool program primarily for children from low-income families. Did {CHILD} attend Head Start the year before (he/she) started kindergarten?

THIS MEANS ANYTIME IN THE YEAR BEFORE CHILD ENTERED KINDERGARTEN.

HELP TEXT:

Head Start: Head Start is a federally funded early childhood education program designed to improve the school-readiness of disadvantaged children (i.e., children from low-income families). Children who participate are usually 3 to 5 years old. Head Start may be offered in a school, community center, a church facility, or anywhere a nursery school may be offered.

Rarely, you may find a case in which a respondent reports that the child is in "home Head Start," that is, he/she participates in Head Start in his/her own home. Generally, this involves the parent acting as the child's teacher, supplemented by occasional home visits by a Head Start teacher and perhaps some occasional group activities at a central location.

1 YES

2 NO

DK Allowed (SPQ040)

Refusal Allowed (SPQ040)

(SPQ032)

(SPQ040)

SPQ032

DISPLAY HEAD START LOOKUP FILE.

DISPLAY 'IF HOME-BASED...LOCATE A MATCH' IN UPPER CASE AND BRIGHT YELLOW.

ALLOW 4 SPACES IN THE RESPONSE FIELD FOR ENTERING HEAD START CENTER NUMBER.

DISPLAY STATE ABBREVIATIONS ON HELP SCREEN.

HELP AVAILABLE

I would now like to make sure I have complete information on the Head Start Center {CHILD} attended. I have a computerized directory to help me find the address of the center.

First, what is the name of the Head Start center that {CHILD} attended?

IF HOME-BASED HEAD START, ASK FOR NAME OF CENTER THAT IS CONNECTED WITH HOME-BASED CARE.

TO ACTIVATE LOOKUP, BEGIN TO TYPE STATE ABBREVIATION AND THE CENTER NAME WITH NO SPACE.

USE THE ARROW KEYS TO HELP YOU LOCATE A MATCH.

SPQ036

DISPLAY ITEM TEXT IN BRIGHT YELLOW.

IF CODED '3,' DISPLAY ERROR MESSAGE TO RETURN TO LOOKUP (SPQ.032).

ERROR MESSAGE:

"1. PRESS G OR ENTER TO GO TO THE HEAD START LOOKUP."

"2. PRESS C OR ESCAPE TO CANCEL."

YOU HAVE SELECTED:

{Display center name}

{Display center address, line 1}

{Display city, state, zip code}

{Display center phone number}

{Display name of center director}

1 ACCEPT CENTER AS SHOWN

(SPQ040)

2 ACCEPT CENTER BUT MAKE CHANGES

(SPQ037)

3 WRONG CENTER, GO BACK TO LOOKUP

SPQ037

DISPLAY 'IF HOME-BASED HEAD START...HOME-BASED CARE.' IN UPPER CASE AND BRIGHT YELLOW.

DISPLAY 'SINCE...CENTER.' IF NO HEAD START CENTER WAS SELECTED.

IF CODED '2' AT HSCHECK, DISPLAY CENTER NAME IN RESPONSE FIELD.

{Since I was not able to find that center in my directory, I have just a few questions about that center.}

What is the name of the Head Start Center that {CHILD} attended?

IF HOME-BASED HEAD START, ASK FOR NAME OF CENTER THAT IS CONNECTED WITH HOME-BASED CARE.

DK Allowed

Refusal Allowed

SPQ038

DISPLAY 'MAKE...DATA.' IF SPQ.036 IF CODED '2.' OTHERWISE, USE A NULL DISPLAY.

IF CODED '2' AT SPQ.036, DISPLAY DIRECTOR NAME IN THE RESPONSE FIELD.

{MAKE CORRECTIONS BELOW OR PRESS ENTER TO ACCEPT CURRENT DATA.}

What is the name of the Head Start center director?

IF R DOESN'T KNOW NAME OF CENTER DIRECTOR, ASK FOR NAME OF HEAD START TEACHER.

DK Allowed

Refusal Allowed

SPQ039A

DISPLAY 'MAKE CORRECTIONS BELOW...CURRENT DATA.' IF SPQ.036 IS CODED '2.' OTHERWISE, USE A NULL DISPLAY.

IF CODED '2' AT SPQ.036, DISPLAY MAILING ADDRESS, LINE 1, IN THE RESPONSE FIELD.

{MAKE CORRECTIONS BELOW OR PRESS ENTER TO ACCEPT CURRENT DATA.}

What is the address of the Head Start center?

ENTER MAILING ADDRESS, LINE 1.

DK Allowed

Refusal Allowed

SPQ039B

DISPLAY 'MAKE CORRECTIONS BELOW...CURRENT DATA.' IF SPQ.036 IS CODED '2.' OTHERWISE, USE A NULL DISPLAY.

IF CODED '2,' AT SPQ.036, DISPLAY MAILING ADDRESS, LINE 2, IN THE RESPONSE FIELD.

{MAKE CORRECTIONS BELOW OR PRESS ENTER TO ACCEPT CURRENT DATA.}

[What is the address of the Head Start center?]

ENTER MAILING ADDRESS, LINE 2.

DK Allowed

Refusal Allowed

SPQ039C

DISPLAY 'MAKE CORRECTIONS BELOW...CURRENT DATA.' IF CODED '2' AT SPQ.036. OTHERWISE, USE A NULL DISPLAY.

IF CODED '2' AT SPQ.036, DISPLAY CITY IN THE RESPONSE FIELD.

{MAKE CORRECTIONS BELOW OR PRESS ENTER TO ACCEPT CURRENT DATA.}

[What is the address of the Head Start center?]

ENTER CITY.

DK Allowed

Refusal Allowed

SPQ039D

DISPLAY 'MAKE CORRECTIONS BELOW...CURRENT DATA.' IF CODED '2' AT SPQ.036. OTHERWISE, USE A NULL DISPLAY.

IF CODED '2' AT SPQ.036, DISPLAY STATE IN THE RESPONSE FIELD.

DISPLAY STATE ABBREVIATIONS ON HELP SCREEN.

HELP AVAILABLE

{MAKE CORRECTIONS BELOW OR PRESS ENTER TO ACCEPT CURRENT DATA.}

[What is the address of the Head Start center?]

ENTER STATE.

DK Allowed

Refusal Allowed

SPQ039E

DISPLAY 'MAKE CORRECTIONS BELOW...CURRENT DATA.' IF CODED '2' AT SPQ.036. OTHERWISE, USE A NULL DISPLAY.

IF CODED '2' AT SPQ.036, DISPLAY ZIP CODE IN THE RESPONSE FIELD.

{MAKE CORRECTIONS BELOW OR PRESS ENTER TO ACCEPT CURRENT DATA.}

[What is the address of the Head Start center?]

ENTER ZIP CODE.

DK Allowed

Refusal Allowed

SPQ039F

DISPLAY 'MAKE CORRECTIONS BELOW...CURRENT DATA.' IF CODED '2' AT SPQ.036. OTHERWISE, USE A NULL DISPLAY.

IF CODED '2' AT SPQ.036, DISPLAY PHONE NUMBER IN THE RESPONSE FIELD.

{MAKE CORRECTIONS BELOW OR PRESS ENTER TO ACCEPT CURRENT DATA.}

[What is the address of the Head Start center?]

ENTER PHONE NUMBER, INCLUDING AREA CODE.

DK Allowed

Refusal Allowed

SPQ040

DISPLAY 'A REGULAR BASIS THE YEAR BEFORE' IN BRIGHT WHITE.

DISPLAY 'HELP AVAILABLE' IN BRIGHT WHITE.

HELP AVAILABLE

Did {CHILD} attend a day care center, nursery school or preschool on a regular basis the year before {he/she} started kindergarten.

THIS MEANS ANYTIME IN THE YEAR BEFORE CHILD ENTERED KINDERGARTEN.

HELP TEXT:

Center-based Programs: Include any type of formal program such as nursery school, prekindergarten, preschool or a day care center. These programs may have names like "KinderCare Learning Center," or "Children's Academy."

Center-based programs may or may not have a charge or fee.

Head Start, though sometimes viewed as a center type care arrangement, is not included here. There is a separate category for Head Start.

Regular Basis: An arrangement or program occurring on a routine schedule (i.e., occurring at least weekly or on some other schedule). Do not include occasional babysitting or "back up" arrangements that are just used once in a while.

1 YES

2 NO

DK Allowed

Refusal Allowed

SPQ060

Now I have some questions about {CHILD}'s health. How much did {CHILD} weigh when (he/she) was born?

ENTER POUNDS.

Range:1 to 13

DK Allowed (SPQ068BX)

Refusal Allowed (SPQ068BX)

SPQ065

[How much did {CHILD} weigh when (he/she) was born?]

ENTER OUNCES.

Range:0 to 16

DK Allowed

Refusal Allowed

SPQ068BX

IF REFUSED OR DON'T KNOW FOR THE NUMBER OF POUNDS (SPQ060=DK OR REFUSED)

OR

IF THE NUMBER OF POUNDS IS 5 AND REFUSED OR DON'T KNOW FOR THE NUMBER OF OUNCES (SPQ060= 5) AND (SPQ065=DK OR REFUSED),
CONTINUE WITH SPQ070.

OTHERWISE, GO TO SPQ085BX.

SPQ070

When (he/she) was born, did {CHILD} weigh more than 5 1/2 pounds?

1 YES

(SPQ085BX)

2 NO

(SPQ080)

DK Allowed (SPQ080)

Refusal Allowed (SPQ080)

SPQ080

Did (he/she) weigh more than 3 pounds?

1 YES

2 NO

DK Allowed

Refusal Allowed

SPQ085BX

IF (NumberOfChildren=1) OR

IF (NumberOfChildren >1 and ChildNum=1), CONTINUE WITH SPQ090.

IF (NumberOfChildren >1 and ChildNum=2), GO TO SPQ107.

SPQ090

Was {CHILD} born more than two weeks before (he/she) was due?

1 YES

(SPQ100)

2 NO

(SPQ107)

DK Allowed (SPQ107)

Refusal Allowed (SPQ107)

SPQ100

RANGE CHECKS ADDED: 1-31 IF DAYS IS THE UNIT; 1-16 IF WEEKS IS THE UNIT.

How many days or weeks early was (he/she)?

ENTER NUMBER.

Range: to

DK Allowed (SPQ107)

Refusal Allowed (SPQ107)

SPQ105

RANGE CHECKS ADDED: 1-31 IF DAYS IS THE UNIT; 1-16 IF WEEKS IS THE UNIT.

[How many days or weeks early was (he/she)?]

ENTER UNIT.

1 WEEKS

2 DAYS

DK Allowed

Refusal Allowed

SPQ107

Now I want to ask you about {CHILD}'s vision. Does {CHILD} have difficulty seeing objects in the distance or letters on paper?

1 YES

(SPQ108)

2 NO

(SPQ109)

DK Allowed (SPQ109)

Refusal Allowed (SPQ109)

SPQ108

Is {CHILD}'s eyesight...

- 1 Correctable with glasses,
- 2 Improvable with glasses, or
- 3 Not correctable with glasses?

DK Allowed

Refusal Allowed

SPQ109

Does {CHILD} have difficulty hearing and understanding speech in a normal conversation?

- 1 YES
- 2 NO

DK Allowed

Refusal Allowed

SPQ110

Prior to kindergarten, did {CHILD} ever receive therapy services or take part in a program for children with disabilities?

CHILDREN WITH DISABILITIES INCLUDE THOSE WITH DEVELOPMENTAL DELAYS, COMMUNICATION IMPAIRMENTS, OR SPECIAL HEALTH CARE NEEDS.

- 1 YES
- 2 NO

(SPQ120A)

(SPQ140BX)

DK Allowed (SPQ140BX)

Refusal Allowed (SPQ140BX)

SPQ120A

DISPLAY 'HELP AVAILABLE' IN BRIGHT WHITE.

DO NOT DISPLAY "HELP TEXT" ON HELP SCREENS.

HELP AVAILABLE

I'm going to read a list of services. For each service, please tell me if {CHILD} or your family ever received this service prior to kindergarten to help with {CHILD}'s special needs.

Speech or language therapy?

HELP TEXT:

Speech or language therapy: Therapy involving the evaluation or treatment of the student's speech or language abilities. Impairments to speech can include one or more of the following: articulation errors (includes omitting words, substituting words, or distorting sounds), inappropriate voice (including pitch, loudness, or voice quality), or abnormal fluency (including, abnormal rate of speaking, speech interruptions, repetitions of sounds, words, phrases or sentences). Impairments to language can include improper use of phonemes, syntax, or semantics. Language impairments can also stem from improper practical use of language. Therapy includes special techniques to overcome speech or language limitations. Therapy should be provided only by a teacher of the speech or language impaired who is certified by the state, or by a certified Speech and Language Therapist/Pathologist.

- 1 YES
- 2 NO

DK Allowed

Refusal Allowed

SPQ120B

DISPLAY 'HELP AVAILABLE' IN BRIGHT WHITE.

DO NOT DISPLAY "HELP TEXT" ON HELP SCREENS.

HELP AVAILABLE

[For each service, please tell me if {CHILD} or your family ever received this service prior to kindergarten to help with {CHILD}'s special needs.]

Occupational therapy?

HELP TEXT

Occupational therapy: Therapy involving the evaluation or treatment of the student's level of independence in daily living activities. The goal of occupational therapy is to promote maximum independence in daily living. Therapy can include the use of work, play, or self-care activities to improve functional ability, promote health, prevent injury or further disability. Therapy should be provided only by a therapist who has been certified by the American Occupational Therapy Association or by an occupational therapy assistant who provides therapy under the supervision of a certified occupational therapist.

1 YES

2 NO

DK Allowed

Refusal Allowed

SPQ120C

DISPLAY 'HELP AVAILABLE' IN BRIGHT WHITE.

DO NOT DISPLAY "HELP TEXT" ON HELP SCREENS.

HELP AVAILABLE

[For each service, please tell me if {CHILD} or your family ever received this service prior to kindergarten to help with {CHILD}'s special needs.]

Physical therapy?

HELP TEXT:

Physical therapy: Therapy involving the evaluation or treatment of health problems resulting from injury or disease. It is also sometimes called physiotherapy. Physical therapists assess joint motion, muscle strength and endurance, how well the heart and lungs work, and how well children can do activities required for daily living. Treatment includes therapeutic exercise, cardiovascular endurance training, and training in activities of daily living, as well as the use of massage, light, cold, heat, electricity, and mechanical devices to treat physical disorders. Physical therapy does not include the use of X-Ray technology. Therapy should be provided only by a therapist who has been state-certified to provide such services.

1 YES

2 NO

DK Allowed

Refusal Allowed

SPQ120D

DISPLAY 'HELP AVAILABLE' IN BRIGHT WHITE.

DO NOT DISPLAY "HELP TEXT" ON HELP SCREENS.

HELP AVAILABLE

[For each service, please tell me if {CHILD} or your family ever received this service prior to kindergarten to help with {CHILD}'s special needs.]

Vision services?

HELP AVAILABLE

Vision services: Therapy combines health and education professions to improve the student's independence in daily living and access to educational materials. Health professionals include ophthalmologists and optometrists. Ophthalmologists are medical doctors who specialize in medical and surgical care of the eyes and visual system. Optometrists are health service providers who evaluate vision conditions such as nearsightedness, farsightedness, astigmatism, and presbyopia. They test the student's ability to focus and coordinate the eyes, judge depth, and see colors accurately. They prescribe eyeglasses, contact lenses, low vision aids, and vision therapy. Teachers of the visually impaired are state-certified to teach students who are visually impaired or blind.

1 YES

2 NO

DK Allowed

Refusal Allowed

SPQ120E

DISPLAY 'HELP AVAILABLE' IN BRIGHT WHITE.

DO NOT DISPLAY "HELP TEXT" ON HELP SCREENS.

HELP AVAILABLE

[For each service, please tell me if {CHILD} or your family ever received this service prior to kindergarten to help with {CHILD}'s special needs.]

Social work services?

HELP TEXT:

Social work services: Services that provide support to students and their families to meet individual human needs. Particular attention is devoted to the needs and empowerment of students and their families who are disadvantaged, vulnerable, or at risk. Social workers strive to focus on the well being of the student and his/her family in the context of their school and community. Social workers attend to the environmental forces that create, contribute to, and address problems of daily living. Services should be provided only by a social worker who has been certified by the state to provide such services.

1 YES

2 NO

DK Allowed

Refusal Allowed

SPQ120F

DO NOT DISPLAY "HELP TEXT" ON HELP SCREENS.

HELP AVAILABLE

[For each service, please tell me if {CHILD} or your family ever received this service prior to kindergarten to help with {CHILD}'s special needs.]

Psychological services?

HELP TEXT:

Psychological services: Services that involve the assessment of academic skills and learning aptitudes, personality and emotional development, social skills and school climates, and eligibility for special education. Treatment involves one-on-one interaction with students or parents to resolve personal conflicts and problems in learning and adjustment, psychological counseling for students and parents, social skills training, and assistance through separation and loss. Within school systems, psychological services are typically provided by certified school psychologists. However, assessment and treatment can be extended to the health community and include services provided by clinical psychologists, psychiatric social workers, or psychiatrists (who are medical doctors).

1 YES

2 NO

DK Allowed

Refusal Allowed

SPQ120G

DISPLAY 'HELP AVAILABLE' IN BRIGHT WHITE.

DO NOT DISPLAY "HELP TEXT" ON HELP SCREENS.

HELP AVAILABLE

[For each service, please tell me if {CHILD} or your family ever received this service prior to kindergarten to help with {CHILD}'s special needs.]

Home visits?

HELP TEXT:

Home visits: Refer to formal visits to the homes of students by a certified health or education professional. Home visits can involve therapy or education services. Home visits are typically made by teachers of preschool or kindergarten age students with disabilities, occupational or physical therapists, school social workers, school psychologists, or regular classroom teachers.

1 YES

2 NO

DK Allowed

Refusal Allowed

SPQ120H

DISPLAY 'HELP AVAILABLE' IN BRIGHT WHITE.

DO NOT DISPLAY "HELP TEXT" ON HELP SCREENS.

HELP AVAILABLE

[For each service, please tell me if {CHILD} or your family ever received this service prior to kindergarten to help with {CHILD}'s special needs.]

Parent support or training?

HELP TEXT:

Parent support or training: Refer to assistance provided by the schools to parents who have students with unique educational needs, such as the student with a disability. Parent support ranges from the provision of information or referral to assistance in accessing community services for their child. Parent training can involve learning to use special instructional techniques, assistive devices (such as low vision aids) or other equipment needed by their child, or general understanding of the unique educational needs of their child.

1 YES

2 NO

DK Allowed

Refusal Allowed

SPQ120I

DISPLAY 'HELP AVAILABLE' IN BRIGHT WHITE.

DO NOT DISPLAY "HELP TEXT" ON HELP SCREENS.

HELP AVAILABLE

[For each service, please tell me if {CHILD} or your family ever received this service prior to kindergarten to help with {CHILD}'s special needs.]

Special class with other children some or all of whom also had special needs?

HELP TEXT:

Special class with other children some or all of whom also had special needs: Refers to a classroom with a smaller number of students than found in the regular classroom. Students in special classes have unique learning needs often resulting from a disability or limited English proficiency. All students in such classrooms require individual attention to their educational needs.

1 YES

2 NO

DK Allowed

Refusal Allowed

SPQ120J

DISPLAY 'HELP AVAILABLE' IN BRIGHT WHITE.

DO NOT DISPLAY "HELP TEXT" ON HELP SCREENS.

HELP AVAILABLE

[For each service, please tell me if {CHILD} or your family ever received this service prior to kindergarten to help with {CHILD}'s special needs.]

Private tutoring or schooling for learning problems?

HELP TEXT:

Private tutoring or schooling for learning problems: Refer to education or training associated with a specific learning problem or need. The term "private" suggests either that there is a cost associated with the service or education is not sanctioned by the public school system. Individuals, organizations, or businesses in school, home, or community settings can provide private tutoring designed to improve the student's educational achievement, typically in math or reading. Special schools are available to students with particular needs such as emotional problems, learning disabilities, blindness, or deafness. Such schools charge parents for their child's education. However, the education of students with disabilities may be subsidized by their home school district if the district cannot provide a similar appropriate education.

1 YES

2 NO

DK Allowed

Refusal Allowed

SPQ120JK

IF CHILD DOES NOT HAVE DIFFICULTY SEEING (SPQ107=2, DK, REFUSED)

OR

CHILD'S VISION PROBLEM IS CORRECTABLE WITH GLASSES (SPQ108=1),

GO TO SPQ120KL.

OTHERWISE, CONTINUE WITH SPQ120K.

SPQ120K

DISPLAY 'HELP AVAILABLE' IN BRIGHT WHITE.

HELP AVAILABLE

[For each service, please tell me if {CHILD} or your family ever received this service prior to kindergarten to help with {CHILD}'s special needs.]

Instruction in Braille?

HELP TEXT:

Instruction in Braille: Braille is a touch system of reading using as the basic graphic symbol a cell composed of six dots, two dots wide and three dots high. The dots are "read" by running the hand over the paper rather than looking at it. Sixty-three possible dot combinations of the cell form the basis of the Braille code, and numerous rules govern the usage of the code. Learners who are totally blind, near-blind, and with profound low vision need mastery of reading Braille since it is likely their only means of gaining access to educational information in print form. Reading in Braille is a system of reading that differs in many significant ways from reading in print. Teachers receive special training to teach Braille.

1 YES

2 NO

DK Allowed

Refusal Allowed

SPQ120KL

IF CHILD DOES NOT HAVE DIFFICULTY HEARING (SPQ109=2, DK, OR REFUSED),

GO TO SPQ130A.

OTHERWISE, GO TO SPQ120L.

SPQ120L

DISPLAY 'HELP AVAILABLE' IN BRIGHT WHITE.

DO NOT DISPLAY "HELP TEXT" ON HELP SCREENS.

HELP AVAILABLE

[For each service, please tell me if {CHILD} or your family ever received this service prior to kindergarten to help with {CHILD}'s special needs.]

Instruction in sign language, Cued speech, ASL, TOCO?

HELP TEXT:

Instruction in sign language, Cued speech, ASL, TOCO: Refers to various manual methods that replace the use of speech only as a means of communication. Manual communication is a system of teaching individuals with hearing impairments that makes use of sign language and fingerspelling. Sign language is a general term for using the hands to form words and phrases. There are many forms of sign language, including American Sign Language (ASL), Signed English, Sign Exact English (SEE), etc. Cued Speech uses hand signals to symbolize sounds. TOCO refers to total communication. TOCO employs a combination of oral and manual approaches to communication and includes speech, sign language, lip-reading, natural gestures, fingerspelling, residual hearing, reading and writing.

1 YES

2 NO

DK Allowed

Refusal Allowed

SPQ130A

CAPI INSTRUCTION: DISPLAY 'THIS SERVICE' IF ONLY ONE ITEM CODED 1 (YES) FOR SPQ120/LETTERS A-L) OR IF SPQ110=1 AND EVERY ITEM AT SPQ120=2, DON'T KNOW, OR REFUSED. OTHERWISE, DISPLAY 'THE EARLIEST OF THESE SERVICES.'

CAPI INSTRUCTION: RANGE CHECK: 0-24 IF MONTHS IS THE UNIT; 0-CURRENT AGE IF YEARS IS THE UNIT.

CAPI INSTRUCTION: IF AGE=0, SKIP THE UNIT FIELD AND GO TO SPQ140BX.

How old was {CHILD} when (this service/the earliest of these services) began?

ENTER AGE.

Range: to

DK Allowed (SPQ140BX)

Refusal Allowed (SPQ140BX)

SPQ130B

[How old was {CHILD} when (this service/the earliest of these services) began?]

ENTER UNIT.

1 MONTHS

2 YEARS

DK Allowed

Refusal Allowed

SPQ140BX

IF (NumberOfChildren =1) OR

IF (NumberOfChildren >1 and ChildNum=1), GO TO SPQ150.

IF (NumberOfChildren >1 and ChildNum=2), GO TO SPQ230BX.

SPQ150

When {CHILD} was born, were (his/her) biological mother and biological father married?

1 YES

2 NO

DK Allowed

Refusal Allowed

SPQ155

DISPLAY 'HELP AVAILABLE' IN BRIGHT WHITE.

HELP AVAILABLE

Is any language other than English regularly spoken in your home?

HELP TEXT:

Regularly: A language, other than English, that is spoken on regular basis (that is, occurring at least weekly) by at least one household member.

1 YES

(SPQ157)

2 NO

(SPQ160)

DK Allowed (SPQ160)

Refusal Allowed (SPQ160)

SPQ157

DISPLAY 'PRIMARY' IN BOLD.

DISPLAY 'HELP AVAILABLE' IN BRIGHT WHITE.

HELP AVAILABLE

What is the primary language spoken in your home?

CODE '15' IF RESPONDENT CAN'T CHOOSE A PRIMARY LANGUAGE.

HELP TEXT:

Primary language: The language spoken the most of the time by most of the household members.

0 ENGLISH

1 ARABIC

2 CHINESE

3 FILIPINO LANGUAGE

4 FRENCH

5 GERMAN

6 GREEK

7 ITALIAN

8 JAPANESE

9 KOREAN

10 POLISH

11 PORTUGUESE

12 SPANISH

13 VIETNAMESE

14 SOME OTHER LANGUAGE (SPECIFY)

15 RESPONDENT CANNOT CHOOSE A PRIMARY LANGUAGE

Other Specify Allowed

DK Allowed

Refusal Allowed

SPQ160

DISPLAY 'HELP AVAILABLE' IN BRIGHT WHITE.

HELP AVAILABLE

Now I have a few questions about education and job training. What is the highest grade or year of school that you have completed?

HELP TEXT:

Highest Grade or Year of School Completed: For grades 1 -11, enter the exact grade level. If the person you are asking about completed elementary school, find out the last grade completed. If the respondent says the person finished 12th grade, ask whether the person received a diploma or got the equivalent of a high school diploma.

Completing a given grade in school should be counted as the number of years it normally takes to complete that grade level of education, regardless of how many years it actually took the person to finish. This means that for persons who skipped or repeated grades in elementary school, you will enter the highest grade completed regardless of the number of years they were in school. This rule is true for elementary school through high school and is especially relevant to college.

12th grade but no diploma: The person completed the 12th grade, but did not earn a high school diploma or GED.

High school diploma/equivalent: A certificate that verifies that a person has successfully completed the required courses of a high school curriculum. Includes both actually graduating from high school or having a GED. The GED is an exam certified equivalent to a high school diploma received when the person has not actually received a degree from attending high school, but has acquired his/her GED (high school equivalency based on passing the GED exam).

Vocational/technical program after high school but no voc/tech diploma: The person attended this type of program, but did not earn a degree/diploma/certificate of successful completion of the program. Vocational/trade school after high school refers to work or trade-related education received after completing high school, but does not include college. Examples include secretarial school, mechanical or computer training school, etc. Some community colleges offer vocational training, but this would be considered "1-2 years of college" or "associate's degree" and not vocational or trade school.

Vocational/technical program after high school: The person attended this type of program, but DID earn a degree/diploma/certificate of successful completion of the program. Vocational/trade school after high school refers to work or trade-related education received after completing high school, but does not include college. Examples include secretarial school, mechanical or computer training school, etc. Some community colleges offer vocational training, but this would be considered "1-2 years of college" or "associate's degree" and not vocational or trade school.

Some college but no degree: The person does not have a 4-year college (bachelor's) degree but has completed a class for credit at a college, university, or vocational/technical school.

Associate's degree: A 2-year college degree typically earned at a community college (rather than a trade school).

Bachelor's degree: A 4-year college degree earned at a university or 4-year college. It is sometimes called an "undergraduate degree."

Graduate or professional school but no degree: The person attended a graduate or professional school that advanced him/her toward a degree beyond a Bachelor's degree (for example, a Master's, Doctorate, or other professional degree). However, the person did not complete the program or earn the degree.

Master's (MA, MS): Studies beyond a bachelor's degree, but not a Ph.D. or EDD.

Doctorate Degree (Ph.D., EDD): Studies beyond a Master's degree that result in a doctorate degree.

Professional degree after bachelor's degree (Medicine/MD; Dentistry/DDS, Law/JD/LLB): Any other graduate degrees earned with academic studies beyond the bachelor's.

- 1 1ST GRADE
- 2 2ND GRADE
- 3 3RD GRADE
- 4 4TH GRADE
- 5 5TH GRADE
- 6 6TH GRADE

- 7 7TH GRADE
- 8 8TH GRADE
- 9 9TH GRADE
- 10 10TH GRADE
- 11 11TH GRADE
- 12 12TH GRADE BUT NO DIPLOMA
- 13 HIGH SCHOOL DIPLOMA/EQUIVALENT (SPQ180)
- 14 VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA
- 15 VOC/TECH PROGRAM AFTER HIGH SCHOOL
- 16 SOME COLLEGE BUT NO DEGREE (SPQ180)
- 17 ASSOCIATE'S DEGREE (SPQ180)
- 18 BACHELOR'S DEGREE (SPQ180)
- 19 GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE (SPQ180)
- 20 MASTER'S DEGREE (MA, MS) (SPQ180)
- 21 DOCTORATE DEGREE (PHD, EDD) (SPQ180)
- 22 PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE (SPQ180)

DK Allowed

Refusal Allowed

SPQ170

HELP AVAILABLE

Do you have a high school diploma or its equivalent, such as a GED?

HELP TEXT:

High school diploma/equivalent: A high school equivalency means a diploma or certificate completed after leaving high school, usually a GED.

- 1 YES
- 2 NO

DK Allowed

Refusal Allowed

SPQ180

DISPLAY 'HELP AVAILABLE' IN BRIGHT WHITE.

HELP AVAILABLE

What is the highest grade or year of school that your partner has completed?

IF NO PARTNER, CODE '23'.

HELP TEXT:

Highest Grade or Year of School Completed: For grades 1 -11, enter the exact grade level. If the person you are asking about completed elementary school, find out the last grade completed. If the respondent says the person finished 12th grade, ask whether the person received a diploma or got the equivalent of a high school diploma.

Completing a given grade in school should be counted as the number of years it normally takes to complete that grade level of education, regardless of how many years it actually took the person to finish. This means that for persons who skipped or repeated grades in elementary school, you will enter the highest grade completed regardless of the number of years they were in school. This rule is true for elementary school through high school and is especially relevant to college.

12th grade but no diploma: The person completed the 12th grade, but did not earn a high school diploma or GED.

High school diploma/equivalent: A certificate that verifies that a person has successfully completed the required courses of a high school curriculum. Includes both actually graduating from high school or having a GED. The GED is an exam certified equivalent to a high school diploma received when the person has not actually received a degree from attending high school, but has acquired his/her GED (high school equivalency based on passing the GED exam).

Vocational/technical program after high school but no voc/tech diploma: The person attended this type of program, but did not earn a degree/diploma/certificate of successful completion of the program. Vocational/trade school after high school refers to work or trade-related education received after completing high school, but does not include college. Examples include secretarial school, mechanical or computer training school, etc. Some community colleges offer vocational training, but this would be considered "1-2 years of college" or "associate's degree" and not vocational or trade school.

Vocational/technical program after high school: The person attended this type of program, but DID earn a degree/diploma/certificate of successful completion of the program. Vocational/trade school after high school refers to work or trade-related education received after completing high school, but does not include college. Examples include secretarial school, mechanical or computer training school, etc. Some community colleges offer vocational training, but this would be considered "1-2 years of college" or "associate's degree" and not vocational or trade school.

Some college but no degree: The person does not have a 4-year college (bachelor's) degree but has completed a class for credit at a college, university, or vocational/technical school.

Associate's degree: A 2-year college degree typically earned at a community college (rather than a trade school).

Bachelor's degree: A 4-year college degree earned at a university or 4-year college. It is sometimes called an "undergraduate degree."

Graduate or professional school but no degree: The person attended a graduate or professional school that advanced him/her toward a degree beyond a Bachelor's degree (for example, a Master's, Doctorate, or other professional degree). However, the person did not complete the program or earn the degree.

Master's (MA, MS): Completion of studies beyond a bachelor's degree, but not a Ph.D. or EDD.

Doctorate Degree (Ph.D., EDD): Completion of studies beyond a Master's degree that result in a doctorate degree.

Professional degree after bachelor's degree (Medicine/MD; Dentistry/DDS, Law/JD/LLB): Any other graduate degrees earned with academic studies beyond the bachelor's.

- 1 1ST GRADE
- 2 2ND GRADE
- 3 3RD GRADE
- 4 4TH GRADE
- 5 5TH GRADE
- 6 6TH GRADE

- 7 7TH GRADE
- 8 8TH GRADE
- 9 9TH GRADE
- 10 10TH GRADE
- 11 11TH GRADE
- 12 12TH GRADE BUT NO DIPLOMA
- 13 HIGH SCHOOL DIPLOMA/EQUIVALENT (SPQ200)
- 14 VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA
- 15 VOC/TECH PROGRAM AFTER HIGH SCHOOL
- 16 SOME COLLEGE BUT NO DEGREE (SPQ200)
- 17 ASSOCIATE'S DEGREE (SPQ200)
- 18 BACHELOR'S DEGREE (SPQ200)
- 19 GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE (SPQ200)
- 20 MASTER'S DEGREE (MA, MS) (SPQ200)
- 21 DOCTORATE DEGREE (PHD, EDD) (SPQ200)
- 22 PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE (SPQ200)
- 23 NO SPOUSE OR PARTNER IN HOUSEHOLD (SPQ200)

DK Allowed

Refusal Allowed

SPQ190

DISPLAY 'HELP AVAILABLE' IN BRIGHT WHITE.

HELP AVAILABLE

Does your partner have a high school diploma or its equivalent, such as a GED?

HELP TEXT:

High school diploma/equivalent: A high school equivalency means a diploma or certificate completed after leaving high school, usually a GED.

- 1 YES
- 2 NO

DK Allowed

Refusal Allowed

SPQ200

DISPLAY 'HELP AVAILABLE' IN BRIGHT WHITE.

HELP AVAILABLE

Between {CHILD}'s birth and when (he/she) entered kindergarten, did {CHILD}'s mother work outside the home for pay?

IF R VOLUNTEERED THAT SHE IS CHILD'S MOTHER, SAY 'YOU' INSTEAD OF '{CHILD}'S MOTHER.'

HELP TEXT:

Work for pay: Paid work for wages, salary, commission, or pay 'in kind.' Examples of 'pay in kind' include meals, living quarters, or supplies provided in place of wages. This definition of employment includes work in the person's own business, professional practice, or farm, paid leaves of absence (including vacations and illnesses), and work without pay in a family business or farm run by a relative. This definition excludes unpaid volunteer work (such as for a church or charity), unpaid leaves of absence, temporary layoffs (such as a strike), and work around the house.

1 YES

2 NO

3 NO MOTHER IN HOUSEHOLD

DK Allowed

Refusal Allowed

SPQ210

DISPLAY 'HELP AVAILABLE' IN BRIGHT WHITE.

HELP AVAILABLE

When {CHILD}'s mother was pregnant with {CHILD}, did she receive any WIC benefits?

IF R VOLUNTEERED THAT SHE IS CHILD'S MOTHER, SAY 'YOU' INSTEAD OF {CHILD}'S MOTHER.

HELP TEXT:

WIC: This program provides food assistance and nutritional screening to low-income pregnancy and postpartum women and their infants, as well as to low-income children up to age 5. WIC is short for the Special Supplemental Food Program for Women, Infants, and Children. WIC benefits can include food, checks, and/or vouchers.

1 YES

2 NO

DK Allowed

Refusal Allowed

SPQ220

Did {CHILD} receive any WIC benefits as an infant or child?

1 YES

2 NO

DK Allowed

Refusal Allowed

SPQ230BX

GO TO PIQ (PARENT'S INVOLVEMENT WITH CHILD'S SCHOOL).

PARENT'S INVOLVEMENT WITH CHILD'S SCHOOL - PIQ

PIQ050BX

IF (NumberOfChildren >1 and ChildNum=1), GO TO PIQ100.

IF (ChildNum=1), GO TO PIQ110.

IF (NumberOfChildren >1 and ChildNum=2 and PIQ100=2), GO TO PIQ110.

IF (NumberOfChildren >1 and ChildNum=2) AND PIQ100=1, DK or RF, GO TO PIQ490BX.

PIQ100

Are {CHILD} and {TWIN} in the same class?

1 YES

2 NO

DK Allowed

Refusal Allowed

PIQ110

During this school year, have you or another adult in your household taken it upon yourself to contact {CHILD}'s teacher or school for any reason having to do with {CHILD}?

1 YES

(PIQ120)

2 NO

(PIQ125BX)

DK Allowed (PIQ125BX)

Refusal Allowed (PIQ125BX)

PIQ120

Why did you contact {CHILD}'s teacher or school?

PROBE: Any other reason?

1 TO REPORT AN ABSENCE OR TARDINESS

2 TO DISCUSS PROBLEMS THE CHILD IS HAVING AT SCHOOL

3 TO REQUEST SPECIAL PLACEMENT OR SERVICES

4 TO REQUEST EVALUATION BY A SPECIALIST

5 TO REQUEST A SPECIFIC TEACHER

Code All That Apply

Other Specify Allowed

DK Allowed

Refusal Allowed

PIQ125BX

IF (NumberOfChildren=1)

OR IF (NumberOfChildren >1 and ChildNum=1), GO TO PIQ130.

IF (NumberOfChildren >1 and ChildNum=2), GO TO PIQ290.

PIQ130

Since the beginning of this school year, have you or the other adults in your household...

Attended an open house or a back-to-school night?

1 YES

(PIQ132)

2 NO

(PIQ140)

DK Allowed (PIQ140)

Refusal Allowed (PIQ140)

PIQ132

Who did this, was it {CHILD}'s mother, father, both of them, or neither of them?

- 1 MOTHER
- 2 FATHER
- 3 BOTH
- 4 NEITHER

DK Allowed

Refusal Allowed

PIQ136

DISPLAY 'has {CHILD}'s mother' IF PIQ132=1 (MOTHER).

DISPLAY 'has {CHILD}'s father' IF PIQ132=2 (FATHER).

DISPLAY 'have both of them' IF PIQ132=3 (BOTH).

DISPLAY 'have other adults in your household' IF PIQ132=4 (NEITHER).

DISPLAY 'have you or other adults in your household' IF PIQ132=DK OR RF.

How many times (have/has) ({CHILD}'s (mother/father/both of them/{you or} other adults in your household) attended an open house or a back-to-school night [since the beginning of this school year]?

Range:1 to 99

DK Allowed

Refusal Allowed

PIQ140

[Since the beginning of this school year, have you or the other adults in your household...]

Attended a meeting of a PTA, PTO, or Parent-Teacher Student Organization?

- 1 YES
- 2 NO

(PIQ142)

(PIQ145)

DK Allowed (PIQ145)

Refusal Allowed (PIQ145)

PIQ142

Who did this, was it {CHILD}'s mother, father, both of them, or neither of them?

- 1 MOTHER
- 2 FATHER
- 3 BOTH
- 4 NEITHER

DK Allowed

Refusal Allowed

PIQ144

DISPLAY 'has {CHILD}'s mother' IF PIQ142=1 (MOTHER).

DISPLAY 'has {CHILD}'s father' IF PIQ142=2 (FATHER).

DISPLAY 'have both of them' IF PIQ142=3 (BOTH).

DISPLAY 'have other adults in your household' IF PIQ142=4 (NEITHER).

DISPLAY 'have you or other adults in your household' IF PIQ142=DK OR RF.

How many times (have/has) ({CHILD}'s (mother/father/both of them/{you or} other adults in your household) attended a meeting of PTA, PTO, or Parent-Teacher Student Organization [since the beginning of this school year]?

Range:1 to 99

DK Allowed

Refusal Allowed

PIQ145

[Since the beginning of this school year, have you or the other adults in your household...]

Gone to a meeting of a parent advisory group or policy council?

1 YES

(PIQ147)

2 NO

(PIQ150)

DK Allowed (PIQ150)

Refusal Allowed (PIQ150)

PIQ147

Who did this, was it {CHILD}'s mother, father, both of them, or neither of them?

1 MOTHER

2 FATHER

3 BOTH

4 NEITHER

DK Allowed

Refusal Allowed

PIQ149

DISPLAY 'has {CHILD}'s mother' IF PIQ147=1 (MOTHER).

DISPLAY 'has {CHILD}'s father' IF PIQ147=2 (FATHER).

DISPLAY 'have both of them' IF PIQ147=3 (BOTH).

DISPLAY 'have other adults in your household' IF PIQ147=4 (NEITHER).

DISPLAY 'have you or other adults in your household' IF PIQ147=DK OR RF.

How many times (have/has) {{CHILD}'s (mother/father/both of them/{you or} other adults in your household) gone to a meeting of a parent advisory group or policy council [since the beginning of this school year]?

Range:1 to 99

DK Allowed

Refusal Allowed

PIQ150

[Since the beginning of this school year, have you or the other adults in your household...]

Gone to a regularly-scheduled parent-teacher conference with {CHILD}'s teacher or meeting with {CHILD}'s teacher?

1 YES

(PIQ152)

2 NO

(PIQ160)

DK Allowed (PIQ160)

Refusal Allowed (PIQ160)

PIQ152

Who did this, was it {CHILD}'s mother, father, both of them, or neither of them?

1 MOTHER

2 FATHER

3 BOTH

4 NEITHER

DK Allowed

Refusal Allowed

PIQ156

DISPLAY 'has {CHILD}'s mother' IF PIQ152=1 (MOTHER).

DISPLAY 'has {CHILD}'s father' IF PIQ152=2 (FATHER).

DISPLAY 'have both of them' IF PIQ152=3 (BOTH).

DISPLAY 'have other adults in your household' IF PIQ152=4 (NEITHER).

DISPLAY 'have you or other adults in your household' IF PIQ152=DK OR RF.

How many times (have/has) ({CHILD}'s (mother/father/both of them/{you or} other adults in your household) gone to a regularly-scheduled parent-teacher conference with {CHILD}'s teacher or meeting with {CHILD}'s teacher [since the beginning of this school year]?

Range:1 to 99

DK Allowed

Refusal Allowed

PIQ160

[Since the beginning of this school year, have you or the other adults in your household...]

Attended a school or class event, such as a play, sports event, or science fair?

1 YES

(PIQ162)

2 NO

(PIQ170)

DK Allowed (PIQ170)

Refusal Allowed (PIQ170)

PIQ162

Who did this, was it {CHILD}'s mother, father, both of them, or neither of them?

1 MOTHER

2 FATHER

3 BOTH

4 NEITHER

DK Allowed

Refusal Allowed

PIQ166

DISPLAY 'has {CHILD}'s mother' IF PIQ162=1 (MOTHER).

DISPLAY 'has {CHILD}'s father' IF PIQ162=2 (FATHER).

DISPLAY 'have both of them' IF PIQ162=3 (BOTH).

DISPLAY 'have other adults in your household' IF PIQ162=4 (NEITHER).

DISPLAY 'have you or other adults in your household' IF PIQ162=DK OR RF.

How many times (have/has) ({CHILD}'s (mother/father/both of them/{you or} other adults in your household) attended a school or class event [since the beginning of this school year]?

Range:1 to 99

DK Allowed

Refusal Allowed

PIQ170

[Since the beginning of this school year, have you or the other adults in your household...]

Acted as a volunteer at the school or served on a committee?

1 YES

(PIQ172)

2 NO

(PIQ175)

DK Allowed (PIQ175)

Refusal Allowed (PIQ175)

PIQ172

Who did this, was it {CHILD}'s mother, father, both of them, or neither of them?

1 MOTHER

2 FATHER

3 BOTH

4 NEITHER

DK Allowed

Refusal Allowed

PIQ174

DISPLAY 'has {CHILD}'s mother' IF PIQ172=1 (MOTHER).

DISPLAY 'has {CHILD}'s father' IF PIQ172=2 (FATHER).

DISPLAY 'have both of them' IF PIQ172=3 (BOTH).

DISPLAY 'have other adults in your household' IF PIQ172=4 (NEITHER).

DISPLAY 'have you or other adults in your household' IF PIQ172=DK OR RF.

How many times (have/has) ({CHILD}'s (mother/father/both of them/{you or} other adults in your household) acted as a volunteer at the school or served on a committee [since the beginning of this school year]?

Range:1 to 99

DK Allowed

Refusal Allowed

PIQ175

[Since the beginning of this school year, have you or the other adults in your household...]

Participated in fundraising for (CHILD)'s school?

1 YES

(PIQ177)

2 NO

(PIQ190)

DK Allowed (PIQ190)

Refusal Allowed (PIQ190)

PIQ177

Who did this, was it {CHILD}'s mother, father, both of them, or neither of them?

1 MOTHER

2 FATHER

3 BOTH

4 NEITHER

DK Allowed

Refusal Allowed

PIQ179

DISPLAY 'has {CHILD}'s mother' IF PIQ177=1 (MOTHER).

DISPLAY 'has {CHILD}'s father' IF PIQ177=2 (FATHER).

DISPLAY 'have both of them' IF PIQ177=3 (BOTH).

DISPLAY 'have other adults in your household' IF PIQ177=4 (NEITHER).

DISPLAY 'have you or other adults in your household' IF PIQ177=DK OR RF.

How many times (have/has) ({CHILD}'s (mother/father/both of them/{you or} other adults in your household) participated in fundraising for {CHILD}'s school [since the beginning of this school year]?

Range:1 to 99

DK Allowed

Refusal Allowed

PIQ190

For each of the following statements, please tell me how well {CHILD}'s school has done with each activity during this school year.

The school lets you know between report cards how {CHILD} is doing in school.

Would you say {CHILD}'s school...

- 1 Does this very well,
- 2 Just O.K., or
- 3 Doesn't do this at all?

DK Allowed

Refusal Allowed

PIQ200

[For each of the following statements, please tell me how well {CHILD}'s school has done with each activity during this school year.]

The school helps you understand what children at {CHILD}'s age are like.

Would you say {CHILD}'s school...

- 1 Does this very well,
- 2 Just O.K., or
- 3 Doesn't do this at all?

DK Allowed

Refusal Allowed

PIQ210

[For each of the following statements, please tell me how well {CHILD}'s school has done with each activity during this school year.]

The school makes you aware of chances to volunteer at the school.

Would you say {CHILD}'s school...

- 1 Does this very well,
- 2 Just O.K., or
- 3 Doesn't do this at all?

DK Allowed

Refusal Allowed

PIQ220

[For each of the following statements, please tell me how well {CHILD}'s school has done with each activity during this school year.]

The school provides workshops, materials, or advice about how to help {CHILD} learn at home.

Would you say {CHILD}'s school...

- 1 Does this very well,
- 2 Just O.K., or
- 3 Doesn't do this at all?

DK Allowed

Refusal Allowed

PIQ230

[For each of the following statements, please tell me how well {CHILD}'s school has done with each activity during this school year.]

The school provides information on community services to help {CHILD} or your family.

Would you say {CHILD}'s school...

- 1 Does this very well,
- 2 Just O.K., or
- 3 Doesn't do this at all?

DK Allowed

Refusal Allowed

PIQ280

About how far would you say it is from your home to the school {CHILD} attends?

Would you say...

- 1 Less than 1/8th mile (Less than 3 blocks),
- 2 1/8th mile to 1/4 miles (3-5 blocks),
- 3 More than 1/4 mile, but less than 1/2 mile (6-9 blocks),
- 4 1/2 mile to less than 1 mile (10-19 blocks),
- 5 One mile to 2.5 miles (less than 5 minute drive),
- 6 2.6 miles to 5 miles (between 5-10 minute drive),
- 7 5.1 miles to 7.5 miles (between 11 and 15 minute drive),
- 8 7.6 miles to 10 miles (between 16 and 20 minute drive), or
- 9 11 miles or more (more than 20 minute drive)?

Other Specify Allowed

DK Allowed

Refusal Allowed

PIQ290

How often in the past month, has {CHILD}'s teacher sent home ideas for things to do with {CHILD} at home? Would you say...

THIS INCLUDES HOMEWORK.

- 1 Never,
- 2 One or two times, or
- 3 Three or more times?

DK Allowed

Refusal Allowed

PIQ295BX

IF (NumberOfChildren=1) OR

IF (NumberOfChildren >1 and ChildNum=1), GO TO PIQ300.

IF (NumberOfChildren >1 and ChildNum=2), GO TO PIQ490BX.

PIQ300

DISPLAY {CHILD}'S IF ONLY ONE SAMPLED CHILD.

DISPLAY {CHILD}'s {or {TWIN}'s} IF MORE THAN ONE SAMPLED CHILD.

About how many parents of children in {CHILD}'s {or {TWIN}'s} class do you talk with regularly, either in person or on the phone?

Range:0 to 40

DK Allowed

Refusal Allowed

PIQ305

Does {CHILD} have any older brothers or sisters who attend or attended the same school?

1 YES

2 NO

DK Allowed

Refusal Allowed

PIQ310

How does {CHILD} usually get to school?

Does (he/she)...

1 Walk or ride a bike,

2 ride a bus,

3 is {he/she} dropped off by a parent, relative, or adult friend,
relative, or adult friend

4 is {he/she} dropped off by {his/her} day care provider?
day care provider

Other Specify Allowed

DK Allowed

Refusal Allowed

PIQ400

FOR FALL K CONTINUING HOUSEHOLDS:

IF PLQ020=2 FROM FALL K (NO OTHER LANGUAGE REGULARLY SPOKEN AT HOME BESIDES ENGLISH) OR
IF PLQ060=0 FROM FALL K (ENGLISH SPOKEN AS PRIMARY LANGUAGE), DISPLAY 'ENGLISH.'

OTHERWISE, DISPLAY THE LANGUAGE SPECIFIED IN PLQ060 FROM FALL K.

IF FALL K PLQ060=14, DISPLAY THE OTHER SPECIFY TEXT.

IF FALL K PLQ060=15, DK, RF, DISPLAY "A LANGUAGE OTHER THAN ENGLISH."

FOR FALL K NON-RESPONDENTS:

IF SPQ155=2 (NO OTHER LANGUAGE REGULARLY SPOKEN AT HOME BESIDES ENGLISH), DK, RF, OR
SPQ157=0 (ENGLISH SPOKEN AS PRIMARY LANGUAGE), DISPLAY 'ENGLISH.'

OTHERWISE, DISPLAY THE LANGUAGE SPECIFIED IN SPQ157.

IF SPQ157=14, DISPLAY TEXT FROM OTHER SPECIFY.

IF SPQ.157=15, DK, RF, DISPLAY "A LANGUAGE OTHER THAN ENGLISH."

Last time we spoke to you, you said that (ENGLISH/NON-ENGLISH LANGUAGE) is spoken in your home. When
(CHILD)'s teacher sends home notes or newsletters, are these in (ENGLISH/NON-ENGLISH LANGUAGE)?

1 YES

2 NO

DK Allowed

Refusal Allowed

PIQ410

This year, have the following reasons made it harder for you to participate in activities at (CHILD)'s school?

Inconvenient meeting times?

1 YES

2 NO

DK Allowed

Refusal Allowed

PIQ420

[This year, have the following reasons made it harder for you to participate in activities at (CHILD)'s school?]

No child care keeps your family from going to school meetings or events?

1 YES

2 NO

DK Allowed

Refusal Allowed

PIQ430

[This year, have the following reasons made it harder for you to participate in activities at (CHILD)'s school?]

Family members can't get time off from work?

1 YES

2 NO

DK Allowed

Refusal Allowed

PIQ440

[This year, have the following reasons made it harder for you to participate in activities at (CHILD)'s school?]

Problems with safety going to the school?

1 YES

2 NO

DK Allowed

Refusal Allowed

PIQ450

[This year, have the following reasons made it harder for you to participate in activities at (CHILD)'s school?]

The school does not make your family feel welcome?

1 YES

2 NO

DK Allowed

Refusal Allowed

PIQ460

[This year, have the following reasons made it harder for you to participate in activities at (CHILD)'s school?]

Problems with transportation to the school?

1 YES

2 NO

DK Allowed

Refusal Allowed

PIQ470

[This year, have the following reasons made it harder for you to participate in activities at (CHILD)'s school?]

Problems because you or members of your family speak a language other than English and meetings are conducted only in English?

1 YES

2 NO

DK Allowed

Refusal Allowed

PIQ480

[This year, have the following reasons made it harder for you to participate in activities at {CHILD}'s school?]

You don't hear about things going on at school that you might want to be involved in?

1 YES

2 NO

DK Allowed

Refusal Allowed

PIQ490BX

GO TO SECTION FSQ (FAMILY STRUCTURE).

FAMILY STRUCTURE - FSQ

FSQ005BX

FALL K CONTINUING RESPONDENTS (THIS INCLUDES NEW SPRING K RESPONDENTS):

IF (NumberOfChildren=1) OR
IF (NumberOfChildren >1 and ChildNum=1), GO TO FSQ010.

FALL K NON-RESPONDENTS:

IF (NumberOfChildren=1) OR
IF (NumberOfChildren >1 and ChildNum=1), GO TO FSQ020.

FOR ALL:

IF (NumberOfChildren >1 and ChildNum=2), GO TO FSQ220BX.

FSQ010

CAPI MATRIX INSTRUCTIONS:

1. DISPLAY 'STILL' IN BRIGHT WHITE.
2. DISPLAY THE COMPLETED HOUSEHOLD MATRIX FROM THE ROUND 1 INTERVIEW. THIS INCLUDES THE PERSON TYPE, FIRST NAME, LAST NAME, AGE, AND GENDER COLUMNS. THESE COLUMNS SHOULD BE PROTECTED, THAT IS, INFORMATION CANNOT BE CHANGED. CHANGES MADE AT INQ.130 AND INQ.170 SHOULD SHOW UP ON THE MATRIX AT FSQ.010. FOR CONTINUING HOUSEHOLDS, CHANGES MADE AT INQ.112 AND INQ.116 SHOULD BE REFLECTED IN THE FSQ.010 MATRIX.
3. ADD AS THE 6TH COLUMN TO THE MATRIX, 'STILL IN HH'. DISPLAY 'Y' IF PERSON STILL LIVES IN THE HOUSEHOLD AND 'N' IF THE PERSON DOES NOT (BASED ON HOW FSQ010 IS CODED).
4. THE CURSOR SHOULD START AT THE 'STILL IN HH' COLUMN FOR THE FIRST PERSON LISTED IN THE MATRIX.
5. DISPLAY BRACKETS [] AROUND THE FIRST TWO PARAGRAPHS WHENEVER IN THE 'STILL IN HH' COLUMN FOR SOMEONE OTHER THAN THE FIRST PERSON LISTED ON THE MATRIX. (THE FIRST TWO PARAGRAPHS SHOULD BE DISPLAYED WITHOUT THE BRACKETS WHEN YOU FIRST ARRIVE AT THIS QUESTION.)
6. ADD AS THE 7TH COLUMN TO THE MATRIX, 'WHY MOVE OUT' (FSQ015).
7. IF THE 'STILL IN HH' COLUMN IS CODED 'YES', THE CURSOR SHOULD MOVE RIGHT TO THE 'WHY MOVE OUT' COLUMN. IF THE 'STILL IN HH' IS CODED 'NO', THE CURSOR SHOULD MOVE TO THE 'STILL IN HH' COLUMN FOR THE NEXT PERSON ON THE MATRIX (THE 'WHY MOVE OUT' COLUMN DOES NOT NEED TO BE COMPLETED IN THIS INSTANCE).
8. ADD AS THE 8TH COLUMN TO THE MATRIX, 'WHY MOVE OTHER' (FSQ015OS).
9. ONCE THE MATRIX IS COMPLETE (AS APPLICABLE) MOVE TO THE NEXT ITEM FSQ070.

Now I have a few questions about your household. We have listed that (READ NAMES FROM MATRIX) lived in this household at the time of our last interview.

As I read each person's name again, please tell me if he or she still lives in this household.

Does {NAME} still live in this household?

- 1 YES
- 2 NO

(FSQ.015)

FSQ015**CAPI MATRIX INSTRUCTIONS:**

1. *DISPLAY THIS QUESTION WHENEVER IN THE 'WHY MOVE OUT' COLUMN.*
2. *ONCE THIS ITEM IS CODED, THE CURSOR SHOULD MOVE TO THE 'STILL IN HH' COLUMN FOR THE NEXT PERSON ON THE MATRIX.*
3. *HOWEVER, IF SOME OTHER REASON IS CODED, THEN FSQ015OS MUST FIRST BE COMPLETED BEFORE MOVING TO THE NEXT PERSON ON THE MATRIX.*

Why is {NAME} no longer living in this household?

- 1 SEPARATION OR DIVORCE
- 2 ATTENDING COLLEGE OR BOARDING SCHOOL
- 3 LIVING ELSEWHERE FOR EMPLOYMENT- RELATED REASONS
- 4 DECEASED
- 5 SOME OTHER REASON

Code All That Apply

Other Specify Allowed

DK Allowed

Refusal Allowed

FSQ015OS**CAPI MATRIX INSTRUCTIONS.**

1. *DISPLAY 'WHY MOVE OTHER' AS THE 8TH COLUMN IN THE MATRIX.*
2. *DISPLAY THIS QUESTION WHENEVER IN THE 'WHY MOVE OTHER' COLUMN.*
3. *THIS COLUMN ONLY NEEDS TO BE COMPLETED IF CODE 5 IS SELECTED AS A REASON IN THE 'WHY MOVE OUT' COLUMN.*

[Why is {NAME} no longer living in this household?]

ENTER OTHER REASON.

FSQ017

Other than the people I just asked about, is there anyone else currently living in this household?

For example, anyone who has moved in or any babies born since our last interview and who also still lives here?
Please do not include anyone staying here temporarily who usually lives somewhere else.

1 YES

(FSQ020)

2 NO

(FSQ070)

DK Allowed (FSQ070)

Refusal Allowed (FSQ070)

FSQ020**CAPI MATRIX INSTRUCTIONS:**

1. DISPLAY THE HOUSEHOLD MATRIX (PERSON TYPE, FIRST NAME, LAST NAME, AGE, AND GENDER COLUMNS.)
2. THE INTERVIEWER CAN ADD UP TO 25 ROW ENTRIES.
3. THE INTERVIEWER CAN MOVE ALL AROUND THE MATRIX USING THE ARROW KEYS (EXCEPT ON PROTECTED FIELDS).
4. IF A FALL-K CONTINUING HOUSEHOLD:
 - a. DISPLAY ALL HOUSEHOLD MEMBERS AND ASSOCIATED INFORMATION AS COLLECTED IN THE FALL. HOWEVER, DO NOT DISPLAY THE NAMES OF THOSE HH MEMBERS THAT WERE CODED '2' AT FSQ010 (NOT IN HH ANYMORE).
 - b. ALL PREVIOUS HH MEMBER ROWS SHOULD BE PROTECTED. THE CURSOR SHOULD APPEAR ON THE FIRST BLANK FIRST NAME COLUMN.
 - c. WHEN ON THE FIRST BLANK FIRST NAME COLUMN DISPLAY "PLEASE TELL...SOMEWHERE ELSE.", "PROBE: ... HOUSEHOLD", "ENTER FIRST ...COMPLETE", AND THE "NEW" IN THAT SCREEN INSTRUCTION.
 - d. WHEN ON THE SECOND BLANK FIRST NAME COLUMN, DISPLAY THE "PLEASE TELL...SOMEWHERE ELSE." IN BRACKETS []. THE PROBE AND SCREEN INSTRUCTION CITED ABOVE SHOULD ALSO CONTINUE TO BE DISPLAYED.
5. IF A FALL-K NONRESPONSE HOUSEHOLD:
 - a. DISPLAY THE RESPONDENT'S FIRST AND LAST NAMES IN THE APPROPRIATE COLUMNS (COLLECTED AT INQ060/070). DISPLAY 'R' IN THE FIRST COLUMN TO INDICATE THAT PERSON IS THE RESPONDENT.
 - b. DISPLAY THE NAME OF THE FOCAL CHILD IN THE SECOND ROW OF THE FIRST AND LAST NAME COLUMNS. DISPLAY 'C' IN THE FIRST COLUMN TO INDICATE THAT PERSON IS THE FOCAL CHILD. DISPLAY THE AGE AND GENDER OF THE CHILD IN THE APPROPRIATE COLUMNS OF THE SECOND ROW. THIS ROW IS PROTECTED.
 - c. IF APPLICABLE, DISPLAY THE NAME OF THE FOCAL CHILD'S TWIN IN THE THIRD ROW OF THE FIRST AND LAST NAME COLUMNS. DISPLAY 'T' IN THE FIRST COLUMN TO INDICATE THAT PERSON IS THE FOCAL CHILD'S TWIN. DISPLAY THE AGE AND GENDER OF THE TWIN IN THE APPROPRIATE COLUMNS OF THE THIRD ROW. THIS ROW IS PROTECTED.
 - d. DISPLAY THE FIRST PARAGRAPH "NOW...SOMEWHERE ELSE." WHEN YOU FIRST ARRIVE AT FSQ020. ALSO DISPLAY THIS PARAGRAPH IN BRACKETS [] WHENEVER YOU ARE IN THE FIRST NAME COLUMN FOR ANY PERSON OTHER THAN PERSON NUMBER 1 (THE RESPONDENT).
 - e. DISPLAY "YOU WILL NEED...THE MATRIX." AND "PRESS ENTER TO...A HOUSEHOLD MEMBER" WHENEVER THE CURSOR IS POSITIONED IN THE FIRST NAME COLUMN FOR PERSON NUMBER 1.
 - f. DISPLAY "ENTER FIRST NAME...IF MATRIX IS COMPLETE." WHENEVER THE CURSOR IS POSITIONED IN THE FIRST NAME COLUMN FOR A ROW OTHER THAN PERSON NUMBER 1 (THE FIRST BLANK ROW AFTER CHILD/TWIN).
 - g. DISPLAY "PROBE:... HOUSEHOLD)?" WHENEVER THE CURSOR IS POSITIONED IN THE FIRST NAME COLUMN FOR SOMEONE OTHER THAN PERSON NUMBER 1 OR THE FIRST HOUSEHOLD MEMBER ADDED AFTER THE CHILD/TWIN.

1. DISPLAY THE NAME OF THE FOCAL CHILD IN THE SECOND ROW OF THE FIRST NAME COLUMN. DISPLAY "C" IN THE FIRST COLUMN TO INDICATE THAT PERSON IS THE FOCAL CHILD. DISPLAY THE AGE AND GENDER OF THE CHILD IN THE APPROPRIATE COLUMNS OF THE SECOND ROW.

1a. IF APPLICABLE, DISPLAY THE NAME OF THE FOCAL CHILD'S TWIN IN THE THIRD ROW OF THE FIRST NAME COLUMN. DISPLAY "T" IN THE FIRST COLUMN TO INDICATE THAT THE PERSON IS THE FOCAL CHILD'S TWIN. DISPLAY THE AGE AND GENDER OF THE TWIN IN THE APPROPRIATE COLUMNS OF THE THIRD ROW.

2. DISPLAY THE FIRST PARAGRAPH "NOW ... SOMEWHERE ELSE." WHEN YOU FIRST ARRIVE AT FSQ.020.

ALSO DISPLAY THIS PARAGRAPH IN BRACKETS [] WHENEVER YOU ARE IN THE NAME COLUMN FOR ANY PERSON OTHER THAN PERSON NUMBER 1 (THE RESPONDENT).

{Now I have a few questions about your household. We have listed that you and {CHILD} {and {TWIN}} currently live in this household. } {Please tell me the names and ages of all the other people who normally live here. Please do not include anyone staying here temporarily who usually lives somewhere else.}

SQ025

DISPLAY THIS QUESTION WHEN THE CURSOR IS POSITIONED IN THE LAST NAME COLUMN OF THE HOUSEHOLD MATRIX.

ENTER LAST NAME OF {NAME}.

FSQ030

DISPLAY THIS QUESTION WHEN THE CURSOR IS POSITIONED IN THE AGE COLUMN OF THE HOUSEHOLD MATRIX.

DISPLAY "ARE YOU" WHEN THE CURSOR IS POSITIONED IN THE AGE COLUMN FOR THE RESPONDENT'S ROW AND "IS {NAME}" (DISPLAY THE APPROPRIATE FIRST NAME) WHEN THE CURSOR IS POSITIONED IN THE AGE COLUMN FOR SOMEONE OTHER THAN THE RESPONDENT'S ROW.

How old {are you/is {NAME}}?

ENTER AGE OF {NAME}.

Range:0 to 120
DK Allowed
Refusal Allowed

FSQ040

DISPLAY THIS QUESTION WHEN THE CURSOR IS POSITIONED IN THE GENDER COLUMN.

DISPLAY "ARE YOU" WHEN THE CURSOR IS POSITIONED IN THE GENDER COLUMN FOR THE RESPONDENT'S ROW AND "IS {NAME}" (DISPLAY THE APPROPRIATE FIRST NAME) WHEN THE CURSOR IS POSITIONED IN THE GENDER COLUMN FOR SOMEONE OTHER THAN THE RESPONDENT'S ROW.

CODE IF OBVIOUS. OTHERWISE, ASK: {Are you/Is {NAME}} male or female?

ENTER GENDER OF {NAME}.

- 1 MALE
- 2 FEMALE

DK Allowed
Refusal Allowed

FSQ045

CHECK HOUSEHOLD MATRIX. IF ANY BLANK FIELDS, RETURN THE CURSOR TO THE BLANK FIELD ON THE MATRIX AND DISPLAY THE APPROPRIATE ERROR MESSAGE.

IF HOUSEHOLD MATRIX IS COMPLETE, PRESS 1 AND ENTER TO CONTINUE.

FSQ060

Have we missed anyone who usually lives here who is temporarily away from home or living in a dorm at school, or any babies or small children?

{PROBE: Anyone else (living in this household)?}

1 YES

(FSQ020)

2 NO

(FSQ070)

{YOU WILL NEED TO ENTER THE NAME, AGE, AND GENDER OF EACH HOUSEHOLD MEMBER NAMED BEFORE LEAVING THE MATRIX.}

{PRESS ENTER TO RECORD THE AGE AND GENDER OF THE RESPONDENT OR PRESS THE DOWN ARROW KEY TO ADD A HOUSEHOLD MEMBER.}

{ENTER FIRST NAME OF {NEW} HOUSEHOLD MEMBER OR PRESS ENTER ON A BLANK FIELD IF MATRIX IS COMPLETE.}

DK Allowed (FSQ070)

Refusal Allowed (FSQ070)

FSQ070

FLAG THE PERSON SELECTED AS THE RESPONDENT FOR THE SPRING-K ROUND. THE 'R' IN THE PERSON TYPE COLUMN OF THE HOUSEHOLD MATRIX SHOULD ONLY SHOW UP FOR THE PERSON SELECTED HERE.

DISPLAY HOUSEHOLD MEMBERS OVER 16 YEARS OF AGE AS RESPONSE CATEGORY CHOICES. DO NOT DISPLAY THE NAMES OF HOUSEHOLD MEMBERS CODED AS NO LONGER LIVING IN THE HOUSEHOLD AT FSQ010.

CODE THE RESPONDENT.

ENTER THE NUMBER NEXT TO THE NAME OF THE PERSON WHO IS THE RESPONDENT.

- 1 {DISPLAY HH MEMBER NAME 1}
- 2 {DISPLAY HH MEMBER NAME 2}
- 3 {DISPLAY HH MEMBER NAME 3}
- 4 {DISPLAY HH MEMBER NAME 4}
- 5 {DISPLAY HH MEMBER NAME 5}
- 6 {DISPLAY HH MEMBER NAME 6}
- 7 {DISPLAY HH MEMBER NAME 7}
- 8 {DISPLAY HH MEMBER NAME 8}

FSQ110

Do you have a spouse or partner who lives in this household?

1 YES

(FSQ120)

2 NO

(FSQ125BX)

DK Allowed (FSQ125BX)

Refusal Allowed (FSQ125BX)

FSQ120

DISPLAY HOUSEHOLD MEMBERS OVER 16 YEARS OF AGE AS RESPONSE CATEGORY CHOICES. DO NOT DISPLAY THE NAMES OF HOUSEHOLD MEMBERS CODED AS NO LONGER LIVING IN THE HOUSEHOLD AT FSQ010.

DO NOT DISPLAY THE RESPONDENT'S NAME.

FLAG PERSON SELECTED AT FSQ.120 AS "RESPONDENT'S SPOUSE/PARTNER".

DISPLAY THE RESPONDENT'S FIRST NAME FOR '{RESPONDENT}'.

Who in the household is your spouse or partner?

ENTER THE NUMBER NEXT TO THE NAME OF THE PERSON WHO IS {RESPONDENT}'S SPOUSE/PARTNER.

IF NAME NOT LISTED, BACK UP AND ADD PERSON (IF PART OF HOUSEHOLD).

- 1 {DISPLAY HH MEMBER NAME 1}
- 2 {DISPLAY HH MEMBER NAME 2}
- 3 {DISPLAY HH MEMBER NAME 3}
- 4 {DISPLAY HH MEMBER NAME 4}
- 5 {DISPLAY HH MEMBER NAME 5}
- 6 {DISPLAY HH MEMBER NAME 6}
- 7 {DISPLAY HH MEMBER NAME 7}
- 8 {DISPLAY HH MEMBER NAME 8}

FSQ123BX

IF FALL K NON RESPONSE HOUSEHOLD:
CONTINUE WITH FSQ125BX.

IF FALL K CONTINUING HOUSEHOLD:
IF FSQ017=1, CONTINUE WITH FSQ125BX.
IF FSQ017=2, RF, DK, GO TO FSQ200.

FSQ125BX

LOOP 1

ASK FSQ.130 - FSQ.180 FOR EACH PERSON ENUMERATED ON THE HOUSEHOLD MATRIX (AT FSQ.020) WHO IS NOT THE FOCAL CHILD.

FSQ130

DISPLAY THE RELATIONSHIP MATRIX.

DO NOT DISPLAY THE FOCAL CHILD'S ROW.

CAP1 MATRIX INSTRUCTIONS:

1. IF FALL-K CONTINUING HOUSEHOLD:
 - a. DO NOT DISPLAY THE NAMES OF HH MEMBERS NOT LIVING IN THE HOUSEHOLD (CODED '2' AT FSQ010).
 - b. THE NAMES AND RELATIONSHIPS OF HOUSEHOLD MEMBERS COLLECTED LAST ROUND SHOULD BE PROTECTED.
 - c. THE CURSOR SHOULD START IN THE FIELD FOR THE FIRST NEW PERSON ADDED AT FSQ020 THIS ROUND.
 - d. DISPLAY "CODE RELATIONSHIP...ONLY."
2. IF FALL-K NONRESPONSE HOUSEHOLD:
 - a. DISPLAY ALL NAMES COLLECTED AT FSQ.020.
 - b. THE CURSOR SHOULD BEGIN IN THE COLUMN FOR THE REALTIONSHIP OF THE RESPONDENT TO THE CHILD.

HELP AVAILABLE

What is {your/{NAME}'s} relationship to {CHILD}?

{CODE RELATIONSHIP OF NEW HOUSEHOLD MEMBERS ONLY.}

HELP TEXT:

Mother/Female Guardian: The female primarily responsible for the child. Includes birth or biological mothers, adoptive, step, and foster mothers, as well as, legal female guardians.

Father/Male Guardian: The male primarily responsible for the child. Includes birth or biological fathers, adoptive, step, and foster fathers, as well as, legal male guardians.

Sister: Include biological (full, half), adoptive, step, and foster sisters.

Brother: Include biological (full, half), adoptive, step, and foster brothers.

Girlfriend or Partner of CHILD's Parent/Guardian: The female who has a "partner-like" relationship with one of the child's parents or guardians. "Living as married" is another way of describing the relationship.

Boyfriend or Partner of CHILD's Parent/Guardian: The male who has a "partner-like" relationship with one of the child's parents or guardians. "Living as married" is another way of describing the relationship.

Grandmother: The female parent of the child's biological or adoptive mother or father .

Grandfather: The male parent of the child's biological or adoptive mother or father.

Aunt: The sister of the child's biological or adoptive mother or father or the wife of the child's uncle.

Uncle: The brother of the child's biological or adoptive mother or father or the husband of the child's aunt.

Cousin: A child of the focal child's uncle, aunt, or cousin.

Other Relative: Refers to relationships that aren't specifically listed, such as great grandmother, niece, or nephew.

Other Non-relative: Refers to the relationship between two people when there is no family relationship through blood, marriage, adoption, or partnership (i.e., living together as married). It also refers to more ambiguous relationships that exist where there are two people living together as married and they have children. For example, the child's father and the father's girlfriend (who is not the child's mother) live together as married and the girlfriend's daughter lives with them. The relationship of the girlfriend's daughter to the child would be siblings if they were married, but since the father and the girlfriend are not married, she is an "other non-relative." If the "other non-relative" is coded, you will receive a list of other codes to use if they are more descriptive than "other non-relative."

1 MOTHER/FEMALE GUARDIAN	(FSQ140)
2 FATHER/MALE GUARDIAN	(FSQ150)
3 SISTER	(FSQ160)
4 BROTHER	(FSQ170)
5 GIRLFRIEND OR PARTNER OF {CHILD}'S PARENT/GUARDIAN	(FSQ185BX)
6 BOYFRIEND OR PARTNER OF {CHILD}'S PARENT/GUARDIAN	(FSQ185BX)
7 GRANDMOTHER	(FSQ185BX)
8 GRANDFATHER	(FSQ185BX)
9 AUNT	(FSQ185BX)
10 UNCLE	(FSQ185BX)
11 COUSIN	(FSQ185BX)
12 OTHER RELATIVE	(FSQ185BX)
13 OTHER NON-RELATIVE	(FSQ180)

FSQ140

HELP AVAILABLE

{Are you/Is {NAME}} {CHILD}'s...

HELP TEXT:

Birth Mother: Child's female biological parent.

Adoptive Mother: The female who has taken the child into her own family by legal process to raise as her own child.

Step Mother: The female other than the child's mother who is married to the child's father.

Foster Mother: The female with whom the child is placed temporarily, usually through a social service agency and/or a court.

Female Guardian: The female legally placed in charge of the affairs of the child.

- | | |
|-------------------------------------|------------|
| 1 Birth mother, | (FSQ185BX) |
| 2 Adoptive mother, | (FSQ185BX) |
| 3 Step mother, or | (FSQ185BX) |
| 4 Foster mother or female guardian? | (FSQ185BX) |

*DK Allowed (FSQ185BX)**Refusal Allowed (FSQ185BX)***FSQ150**

HELP AVAILABLE

{Are you/Is {NAME}} {CHILD}'s...

HELP TEXT:

Birth Father: Child's male biological parent.

Adoptive Father: The male who has taken the child into his own family by legal process to raise as his own child.

Step Father: The male other than the child's father who is married to the child's mother.

Foster Father: The male with whom the child is placed temporarily, usually through a social service agency and/or a court.

Male Guardian: The male legally placed in charge of the affairs of the child.

- | | |
|-----------------------------------|------------|
| 1 Birth father, | (FSQ185BX) |
| 2 Adoptive father, | (FSQ185BX) |
| 3 Step father, or | (FSQ185BX) |
| 4 Foster father or male guardian? | (FSQ185BX) |

*DK Allowed (FSQ185BX)**Refusal Allowed (FSQ185BX)*

FSQ160

HELP AVAILABLE

{Are you/Is {NAME}} {CHILD}'s...

HELP TEXT:

Full Sister: A female with whom the child shares the same biological parents.

Half Sister: A female with whom the child shares one biological parent.

Step Sister: A female to whom the child is unrelated except by the marriage of one biological parent.

Adoptive Sister: A female to whom the child is unrelated except that they are in the same family in which she or the child has been legally adopted by the family.

Foster Sister: A female to whom the child is unrelated except that they are in the same family in which she or the child have been taken into the home on a temporary basis and the parents have legal responsibility for the child.

- | | |
|-----------------------|------------|
| 1 Full sister, | (FSQ185BX) |
| 2 Half sister, | (FSQ185BX) |
| 3 Step sister, | (FSQ185BX) |
| 4 Adoptive sister, or | (FSQ185BX) |
| 5 Foster sister? | (FSQ185BX) |

*DK Allowed (FSQ185BX)**Refusal Allowed (FSQ185BX)***FSQ170**

HELP AVAILABLE

{Are you/Is {NAME}} {CHILD}'s...

HELP TEXT:

Full Brother: A male with whom the child shares the same biological parents.

Half Brother: A male with whom the child shares one biological parent.

Step Brother: A male to whom the child is unrelated except by the marriage of one biological parent.

Adoptive Brother: A male to whom the child is unrelated except that they are in the same family in which he or the child has been legally adopted by the family.

Foster Brother: A male to whom the child is unrelated except that they are in the same family in which he or the child have been taken into the home on a temporary basis and the parents have legal responsibility for the child.

- | | |
|------------------------|------------|
| 1 Full brother, | (FSQ185BX) |
| 2 Half brother, | (FSQ185BX) |
| 3 Step brother, | (FSQ185BX) |
| 4 Adoptive brother, or | (FSQ185BX) |
| 5 Foster brother? | (FSQ185BX) |

*DK Allowed (FSQ185BX)**Refusal Allowed (FSQ185BX)*

FSQ180

IF FSQ.180 IS CODED 1 (GIRLFRIEND), FLAG RESPONSE TO FSQ.130 AS CODE 5.

IF FSQ.180 IS CODED 2 (BOYFRIEND), FLAG RESPONSE TO FSQ.130 AS CODE 6.

IF FSQ.180 IS CODED 3 (FEMALE GUARDIAN), FLAG RESPONSE TO FSQ.130 AS CODE 1 AND RESPONSE TO FSQ.140 AS CODE 4.

IF FSQ.180 IS CODED 4 (MALE GUARDIAN), FLAG RESPONSE TO FSQ.130 AS CODE 2 AND RESPONSE TO FSQ.150 AS CODE 4.

HELP AVAILABLE

CODE NON-RELATIVE RELATIONSHIP BELOW IF MORE DESCRIPTIVE.

HELP TEXT:

Girlfriend or Partner of

CHILD's Parent/Guardian: The female who has a "partner-like" relationship with one of the child's parents or guardians. "Living as married" is another way of describing the relationship.

Boyfriend or Partner of CHILD's Parent/Guardian: The male who has a "partner-like" relationship with one of the child's parents or guardians. "Living as married" is another way of describing the relationship.

Female Guardian: The female legally placed in charge of the affairs of the child.

Male Guardian: The male legally placed in charge of the affairs of the child.

Daughter/son of CHILD's Parent's Partner: The child of the person who has a "partner-like" relationship with one of the child's parents or guardians.

Other Relative of CHILD's Parent's Partner: Some other relative of the person who has a "partner-like" relationship with one of the child's parents or guardians.

Other Non-relative: If one of the codes for non-relative above does not better describe the relationship of the person to the child, and there is no family relationship through blood, marriage, adoption, or partnership (i.e., living together as married), use this code.

1 GIRLFRIEND OR PARTNER OF {CHILD}'S PARENT/GUARDIAN	(FSQ185BX)
2 BOYFRIEND OR PARTNER OF {CHILD}'S PARENT/GUARDIAN	(FSQ185BX)
3 FEMALE GUARDIAN	(FSQ185BX)
4 MALE GUARDIAN	(FSQ185BX)
5 DAUGHTER/SON OF {CHILD}'S PARENT'S PARTNER	(FSQ185BX)
6 OTHER RELATIVE OF {CHILD}'S PARENT'S PARTNER	(FSQ181)

Other Specify Allowed (FSQ181)

DK Allowed (FSQ185BX)

Refusal Allowed (FSQ185BX)

FSQ181

SPECIFY OTHER NON-RELATIVE.

FSQ185BX

END LOOP 1.

ASK FSQ130 - FSQ180 FOR NEXT PERSON ON THE HOUSEHOLD ROSTER WHO IS NOT THE FOCAL CHILD.

IF NO NEXT PERSON, CONTINUE WITH FSQ.190.

FSQ190**CAPI MATRIX INSTRUCTIONS:**

DISPLAY IN COLUMN 1 EACH PERSON ENUMERATED ON THE HOUSEHOLD ROSTER (AT FSQ.020) WHO IS THE FOCAL CHILD, RESPONDENT, MOTHER FIGURE (CODE '1' AT FSQ.130), OR FATHER FIGURE (CODE '2' AT FSQ.130).

IF NO MOTHER OR FATHER FIGURES IN THE HOUSEHOLD (NO HOUSEHOLD MEMBERS WITH A CODE '1' OR '2' AT FSQ.130), DISPLAY IN COLUMN 1 THE FOCAL CHILD, THE RESPONDENT, AND THE RESPONDENT'S SPOUSE/PARTNER (HOUSEHOLD MEMBER SELECTED AT FSQ.120, IF ANY).

NOTE: IF THE RESPONDENT IS A MOTHER OR FATHER FIGURE, ONLY DISPLAY HIS/HER NAME ONCE.

NOTE: DO NOT DISPLAY HOUSEHOLD MEMBERS CODED AS NOT LIVING IN THE HOUSEHOLD AT FSQ010.

THE CURSOR SHOULD BE POSITIONED ON THE FIRST BLANK FIELD. IF NO BLANK FIELDS, THE CURSOR SHOULD BE POSITIONED ON THE LAST COMPLETED FIELD IN THE MATRIX.

IF FALL K CONTINUING HOUSEHOLDS, ASK ABOUT HISPANIC ORIGIN ONLY IF NEW HOUSEHOLD MEMBERS ARE THE FOCAL CHILD'S PARENTS OR THE RESPONDENT OR IF THERE ARE NO PARENTS, THEN ABOUT THE RESPONDENT AND RESPONDENT'S SPOUSE/PARTNER (IF THEY ARE NEW).

IF FALL K NON-RESPONSE HOUSEHOLDS, ASK ABOUT HISPANIC ORIGIN OF THE FOCAL CHILD, RESPONDENT, MOTHER AND FATHER FIGURES. IF NO MOTHER OR FATHER FIGURES, THEN ASK ABOUT THE FOCAL CHILD, THE RESPONDENT AND RESPONDENT'S SPOUSE/PARTNER (IF ANY).

HELP AVAILABLE

{CODE HISPANIC ORIGIN OF NEW HOUSEHOLD MEMBERS ONLY. IF NO NEW PERSONS, PRESS ENTER TO CONTINUE.}

{Are you/Is {NAME}} of Hispanic origin?

HELP TEXT:

Hispanic or Latino Origin: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish cultures or origin (or descent), regardless of race.

1 YES

2 NO

DK Allowed

Refusal Allowed

FSQ195**CAPI MATRIX INSTRUCTIONS:**

DISPLAY IN COLUMN 1 EACH PERSON ENUMERATED ON THE HOUSEHOLD ROSTER (AT FSQ.020) WHO IS THE FOCAL CHILD, RESPONDENT, MOTHER FIGURE (CODE '1' AT FSQ.130), OR FATHER FIGURE (CODE '2' AT FSQ.130).

IF NO MOTHER OR FATHER FIGURES IN THE HOUSEHOLD (NO HOUSEHOLD MEMBERS WITH A CODE '1' OR '2' AT FSQ.130), DISPLAY IN COLUMN 1 THE FOCAL CHILD, THE RESPONDENT, AND THE RESPONDENT'S SPOUSE/PARTNER (HOUSEHOLD MEMBER SELECTED AT FSQ.120, IF ANY).

NOTE: IF THE RESPONDENT IS A MOTHER OR FATHER FIGURE, ONLY DISPLAY HIS/HER NAME ONCE.

IF CODE '6' (ANOTHER RACE) IS CHOSEN, DISPLAY THE 'RACE OS' COLUMN (FSQ198) FOR COMPLETION.

NOTE: DO NOT DISPLAY HOUSEHOLD MEMBERS CODED AS NOT LIVING IN THE HOUSEHOLD AT FSQ010.

IF FALL K CONTINUING HOUSEHOLDS, ASK ABOUT RACE ONLY IF NEW HOUSEHOLD MEMBERS ARE THE FOCAL CHILD'S PARENTS OR THE RESPONDENT OR IF THERE ARE NO PARENTS, THEN ABOUT THE RESPONDENT AND RESPONDENT'S SPOUSE/PARTNER (IF THEY ARE NEW).

IF FALL K NON-RESPONSE HOUSEHOLDS, ASK ABOUT RACE FOR THE FOCAL CHILD, RESPONDENT, MOTHER AND FATHER FIGURES. IF NO MOTHER OR FATHER FIGURES, THEN ASK ABOUT THE FOCAL CHILD, THE RESPONDENT AND RESPONDENT'S SPOUSE/PARTNER (IF ANY).

HELP AVAILABLE

{CODE RACE OF NEW HOUSEHOLD MEMBERS ONLY. IF NO NEW PERSONS, PRESS ENTER TO CONTINUE.}

What is {your/{NAME}'s} race?

CODE ALL THAT APPLY.

HELP TEXT:

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: A person having origins in any of the black racial groups of Africa.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

- 1 AMERICAN INDIAN OR ALASKA NATIVE
- 2 ASIAN
- 3 BLACK OR AFRICAN AMERICAN
- 4 NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER
- 5 WHITE
- 6 ANOTHER RACE (SPECIFY)

Code All That Apply

Other Specify Allowed (FSQ198)

DK Allowed

Refusal Allowed

FSQ198

[What is {your/{NAME}'s} race?]

ENTER OTHER-SPECIFY TEXT.

FSQ200

SEE ATTACHED FOR FILL SPECIFICATIONS.

{FILL 1} currently married, separated, divorced, widowed, or {FILL 2} never been married?

- 1 MARRIED
- 2 SEPARATED
- 3 DIVORCED
- 4 WIDOWED
- 5 NEVER MARRIED

DK Allowed

Refusal Allowed

FSQ220BX

GO TO SECTION HEQ (HOME ENVIRONMENT, ACTIVITIES, AND COGNITIVE STIMULATION).

HOME ENVIRONMENT, ACTIVITIES, AND COGNITIVE STIMULATION - HEQ

HEQ050BX

IF (NumberOfChildren=1)

OR

IF (NumberOfChildren >1 and ChildNum=1),

GO TO HEQ100.

IF (NumberOfChildren >1 and ChildNum=2), GO TO HEQ200.

HEQ100

DISPLAY PREVIOUS MONTH FOR "MONTH" AND DATE OF INTERVIEW FOR "DAY".

In the past month, that is, since {MONTH} {DAY}, has anyone in your family done the following things with {CHILD}?

Visited a library?

1 YES

2 NO

DK Allowed

Refusal Allowed

HEQ130

DISPLAY PREVIOUS MONTH FOR "MONTH" AND DATE OF INTERVIEW FOR "DAY".

[In the past month, that is, since {MONTH} {DAY}, has anyone in your family done the following things with {CHILD}??]

Gone to a play, concert, or other live show?

1 YES

2 NO

DK Allowed

Refusal Allowed

HEQ140

DISPLAY PREVIOUS MONTH FOR "MONTH" AND DATE OF INTERVIEW FOR "DAY".

[In the past month, that is, since {MONTH} {DAY}, has anyone in your family done the following things with {CHILD}??]

Visited an art gallery, museum, or historical site?

1 YES

2 NO

DK Allowed

Refusal Allowed

HEQ150

DISPLAY PREVIOUS MONTH FOR "MONTH" AND DATE OF INTERVIEW FOR "DAY".

[In the past month, that is, since {MONTH} {DAY}, has anyone in your family done the following things with {CHILD}??]

Visited a zoo, aquarium, or petting farm?

1 YES

2 NO

DK Allowed

Refusal Allowed

HEQ180

DISPLAY PREVIOUS MONTH FOR "MONTH" AND DATE OF INTERVIEW FOR "DAY."

"[In the past month, that is, since {MONTH} {DAY}, has anyone in your family done the following things with {CHILD}?"

Attended an athletic or sporting event in which {CHILD} is not a player?

- 1 YES
- 2 NO

DK Allowed

Refusal Allowed

HEQ200

DISPLAY "PAST WEEK" IN BRIGHT WHITE.

In the past week, how often did {CHILD} look at picture books outside of school?

Would you say ...

- 1 Never,
- 2 Once or twice a week,
- 3 3 to 6 times a week, or
- 4 Every day?

DK Allowed

Refusal Allowed

HEQ210

In the past week, how often did {CHILD} read to (himself/herself) or to others outside of school?

Would you say ...

- 1 Never,
- 2 Once or twice a week,
- 3 3 to 6 times a week, or
- 4 Every day?

DK Allowed

Refusal Allowed

HEQ220

Do you have a home computer that {CHILD} uses?

- 1 YES
- 2 NO

(HEQ230)

(HEQ300)

DK Allowed (HEQ300)

Refusal Allowed (HEQ300)

HEQ230

In a typical week, how often does {CHILD} use the computer?

Would you say ...

- 1 Never,
- 2 Once or twice a week,
- 3 3 to 6 times a week, or
- 4 Every day?

DK Allowed

Refusal Allowed

HEQ240

Does {CHILD} use the computer ...

To play with programs that teach (him/her) something, like math or reading skills?

- 1 YES
- 2 NO

DK Allowed

Refusal Allowed

HEQ250

[Does {CHILD} use the computer ...]

To play with drawing or art programs?

1 YES

2 NO

DK Allowed

Refusal Allowed

HEQ260

[Does {CHILD} use the computer ...]

To get on the Internet?

1 YES

2 NO

DK Allowed

Refusal Allowed

HEQ300

Outside of school hours, has {CHILD} ever participated in:

Dance lessons?

1 YES

2 NO

DK Allowed

Refusal Allowed

HEQ310

[Outside of school hours, has {CHILD} ever participated in:]

Organized athletic activities, like basketball, soccer, baseball, or gymnastics?

1 YES

2 NO

DK Allowed

Refusal Allowed

HEQ320

[Outside of school hours, has {CHILD} ever participated in:]

Organized clubs or recreational programs, like scouts?

1 YES

2 NO

DK Allowed

Refusal Allowed

HEQ330

[Outside of school hours, has {CHILD} ever participated in:]

Music lessons, for example, piano, instrumental music or singing lessons?

1 YES

2 NO

DK Allowed

Refusal Allowed

HEQ340

[Outside of school hours, has {CHILD} ever participated in:]

Drama classes?

1 YES

2 NO

DK Allowed

Refusal Allowed

HEQ350

[Outside of school hours, has {CHILD} ever participated in:]

Art classes or lessons, for example, painting, drawing, sculpturing?

1 YES

2 NO

DK Allowed

Refusal Allowed

HEQ370

[Outside of school hours, has {CHILD} ever participated in:]

Organized performing arts programs, such as children's choirs, dance programs, or theater performances?

1 YES

2 NO

DK Allowed

Refusal Allowed

HEQ380

[Outside of school hours, has {CHILD} ever participated in:]

Crafts classes or lessons?

1 YES

2 NO

DK Allowed

Refusal Allowed

HEQ390

[Outside of school hours, has {CHILD} ever participated in:]

Non-English language instruction?

1 YES

2 NO

DK Allowed

Refusal Allowed

HEQ395BX

IF (NumberOfChildren=1) OR

IF (NumberOfChildren >1 and ChildNum=1), CONTINUE WITH HEQ400.

IF (NumberOfChildren >1 and ChildNum=2), GO TO HEQ510.

HEQ400

Now, I have some questions about your neighborhood. How safe is it for children to play outside during the day in your neighborhood?

Would you say it's ...

1 Not at all safe,

2 Somewhat safe, or

3 Very safe?

DK Allowed

Refusal Allowed

HEQ410

How much of a problem are the following in the block or area around your house or apartment? What about ...

Garbage, litter, or broken glass in the street or road, on the sidewalks, or in yards?

Would you say they are a...

- 1 Big problem,
- 2 Somewhat of a problem, or
- 3 No problem?

DK Allowed

Refusal Allowed

HEQ420

[How much of a problem are the following in the block or area around your house or apartment? What about ...]

Selling or using drugs or excessive drinking in public?

Would you say they are a...

- 1 Big problem,
- 2 Somewhat of a problem, or
- 3 No problem?

DK Allowed

Refusal Allowed

HEQ430

[How much of a problem are the following in the block or area around your house or apartment? What about ...]

Burglary or robbery?

Would you say they are a...

- 1 Big problem,
- 2 Somewhat of a problem, or
- 3 No problem?

DK Allowed

Refusal Allowed

HEQ440

[How much of a problem are the following in the block or area around your house or apartment? What about ...]

Violent crimes like drive-by shootings?

Would you say they are a...

- 1 Big problem,
- 2 Somewhat of a problem, or
- 3 No problem?

DK Allowed

Refusal Allowed

HEQ450

[How much of a problem are the following in the block or area around your house or apartment? What about ...]

Vacant houses and buildings?

Would you say they are a...

- 1 Big problem,
- 2 Somewhat of a problem, or
- 3 No problem?

DK Allowed

Refusal Allowed

HEQ500

I'm going to read some statements about things that may occur in your family. In a typical week, please tell me the number of days ...

At least some of the family eats breakfast together.

Range:0 to 7

DK Allowed

Refusal Allowed

HEQ510

[I'm going to read some statements about things that may occur in your family. In a typical week, please tell me the number of days ...]

{CHILD} has breakfast at a regular time.

IF RESPONDENT ASKS WHAT "REGULAR" MEANS, SAY THAT IT MEANS "GENERALLY AROUND THE SAME TIME."

Range:0 to 7

DK Allowed

Refusal Allowed

HEQ515BX

IF (NumberOfChildren=1) OR

IF (NumberOfChildren >1 and ChildNum=1), CONTINUE WITH HEQ520.

IF (NumberOfChildren >1 and ChildNum=2), GO TO HEQ550.

HEQ520

[I'm going to read some statements about things that may occur in your family. In a typical week, please tell me the number of days ...]

Your family eats the evening meal together.

Range:0 to 7

DK Allowed

Refusal Allowed

HEQ530

[I'm going to read some statements about things that may occur in your family. In a typical week, please tell me the number of days ...]

The evening meal is served at a regular time.

IF RESPONDENT ASKS WHAT "REGULAR" MEANS, SAY THAT IT MEANS "GENERALLY AROUND THE SAME TIME."

Range: 0 to 7

DK Allowed

Refusal Allowed

HEQ550

On weeknights during the school year, does {CHILD} usually go to bed at about the same time each night, or does (his/her) bedtime vary a lot from night to night?

1 HAS USUAL BEDTIME

(HEQ560)

2 BEDTIME VARIES

(HEQ570)

DK Allowed (HEQ570)

Refusal Allowed (HEQ570)

HEQ560

RANGE CHECK:

LOWER RANGE: 1:00.

UPPER RANGE: 12:59.

About what time does {CHILD} usually go to bed?

ENTER HOUR:MINUTE.

Range: to

DK Allowed (HEQ570)

Refusal Allowed (HEQ570)

HEQ565

[About what time does {CHILD} usually go to bed?]

SELECT A.M. OR P.M.

1 A.M.

2 P.M.

DK Allowed

Refusal Allowed

HEQ570

RANGE CHECK:

LOWER RANGE: 1:00.

UPPER RANGE: 12:59.

What is the latest time that {CHILD} goes to bed on weekdays?

ENTER HOUR:MINUTE.

Range: 1 to 12

DK Allowed (HEQ580)

Refusal Allowed (HEQ580)

HEQ575

[What is the latest time that {CHILD} goes to bed on weekdays?]

SELECT A.M. OR P.M.

1 A.M.

2 P.M.

DK Allowed

Refusal Allowed

HEQ578BX

IF (NumberOfChildren=1) OR

IF (NumberOfChildren >1 and ChildNum=1), CONTINUE WITH HEQ580.

IF (NumberOfChildren >1 and ChildNum=2), GO TO HEQ700BX.

HEQ580

How often does someone in your family talk with {CHILD} about (his/her) ethnic or racial heritage?

Would you say ...

1 Never,

2 Almost never,

3 Several times a year,

4 Several times a month, or

5 Several times a week or more?

DK Allowed

Refusal Allowed

HEQ590

How often does someone in your family talk with {CHILD} about your family's religious beliefs or traditions?

Would you say ...

1 Never,

2 Almost never,

3 Several times a year,

4 Several times a month, or

5 Several times a week or more?

DK Allowed

Refusal Allowed

HEQ600

How often does someone in your family participate in special cultural events or traditions connected with your racial or ethnic background?

Would you say ...

1 Never,

2 Almost never,

3 Several times a year,

4 Several times a month, or

5 Several times a week or more?

DK Allowed

Refusal Allowed

HEQ700BX

GO TO SECTION SSQ (SOCIAL SKILLS, PROBLEM BEHAVIORS, AND APPROACHES TO LEARNING).

CRITICAL FAMILY PROCESSES - CFQ

CFQ030BX

IF PERSON FLAGGED AS R SCORES '1' OR '2' AT FSQ.130
OR
IF NO HOUSEHOLD MEMBER SCORES '1' OR '2' AT FSQ.130,
CONTINUE WITH CFQ.050BX.

OTHERWISE, GO TO CFQ320BX.

CFQ050BX

IF FSQ110=1 (PARTNER CURRENTLY LIVING IN HOUSEHOLD), ASK QUESTIONS CFQ100 TO CFQ270.
OTHERWISE, GO TO CFQ275BX.

CFQ100

DISPLAY NAME OF PARTNER FROM FSQ120.

Now, I'd like to ask some questions about your relationship with {NAME OF CURRENT PARTNER}.

Would you say that your relationship is...

- 1 Very happy,
- 2 fairly happy, or
- 3 not too happy?

DK Allowed

Refusal Allowed

CFQ106

DISPLAY NAME OF PARTNER FROM FSQ120.

About how often do you and {NAME OF CURRENT PARTNER} do the following things?

Tell each other about troubles after a bad day?

Would you say almost everyday, once or twice a week, once or twice a month, or less often?

- 1 ALMOST EVERYDAY
- 2 ONCE OR TWICE A WEEK
- 3 ONCE TO TWICE A MONTH
- 4 LESS OFTEN

DK Allowed

Refusal Allowed

CFQ108

DISPLAY NAME OF PARTNER FROM FSQ120.

[About how often do you and {NAME OF CURRENT PARTNER} do the following things?]

Laugh together?

[PROBE: Would you say almost everyday, once or twice a week, once or twice a month, or less often?]

- 1 ALMOST EVERYDAY
- 2 ONCE OR TWICE A WEEK
- 3 ONCE TO TWICE A MONTH
- 4 LESS OFTEN

DK Allowed

Refusal Allowed

CFQ110

DISPLAY NAME OF PARTNER FROM FSQ120.

[About how often do you and {NAME OF CURRENT PARTNER} do the following things?]

Calmly discuss something?

[PROBE: Would you say almost everyday, once or twice a week, once or twice a month, or less often?]

- 1 ALMOST EVERYDAY
- 2 ONCE OR TWICE A WEEK
- 3 ONCE TO TWICE A MONTH
- 4 LESS OFTEN

DK Allowed

Refusal Allowed

CFQ112

DISPLAY NAME OF PARTNER FROM FSQ120.

[About how often do you and {NAME OF CURRENT PARTNER} do the following things?]

Work together on a project?

[PROBE: Would you say almost everyday, once or twice a week, once or twice a month, or less often?]

- 1 ALMOST EVERYDAY
- 2 ONCE OR TWICE A WEEK
- 3 ONCE TO TWICE A MONTH
- 4 LESS OFTEN

DK Allowed

Refusal Allowed

CFQ114

DISPLAY NAME OF PARTNER FROM FSQ120.

[About how often do you and {NAME OF CURRENT PARTNER} do the following things?]

Have a stimulating exchange of ideas?

[PROBE: Would you say almost everyday, once or twice a week, once or twice a month, or less often?]

- 1 ALMOST EVERYDAY
- 2 ONCE OR TWICE A WEEK
- 3 ONCE TO TWICE A MONTH
- 4 LESS OFTEN

DK Allowed

Refusal Allowed

CFQ140

DISPLAY NAME OF PARTNER FROM FSQ120.

Do you and {(NAME OF CURRENT PARTNER} often, sometimes, hardly ever, or never have arguments about...

Chores and responsibilities?

- 1 OFTEN
- 2 SOMETIMES
- 3 HARDLY EVER
- 4 NEVER

DK Allowed

Refusal Allowed

CFQ150

DISPLAY NAME OF PARTNER FROM FSQ120.

DISPLAY 'CHILD' IF FOCAL CHILD IS THE ONLY HOUSEHOLD MEMBER UNDER 18 YEARS OF AGE (DO NOT COUNT HOUSEHOLD MEMBER WITH A DK OR RF FOR AGE).

OTHERWISE, DISPLAY 'CHILDREN'.

[Do you and {NAME OF CURRENT PARTNER} often, sometimes, hardly ever, or never have arguments about...]

Your {child/children}?

- 1 OFTEN
- 2 SOMETIMES
- 3 HARDLY EVER
- 4 NEVER

DK Allowed

Refusal Allowed

CFQ160

DISPLAY NAME OF PARTNER FROM FSQ120.

[Do you and {NAME OF CURRENT PARTNER} often, sometimes, hardly ever, or never have arguments about...]

Money?

- 1 OFTEN
- 2 SOMETIMES
- 3 HARDLY EVER
- 4 NEVER

DK Allowed

Refusal Allowed

CFQ170

DISPLAY NAME OF PARTNER FROM FSQ120.

[Do you and {NAME OF CURRENT PARTNER} often, sometimes, hardly ever, or never have arguments about...]

Not showing love and affection?

- 1 OFTEN
- 2 SOMETIMES
- 3 HARDLY EVER
- 4 NEVER

DK Allowed

Refusal Allowed

CFQ180

DISPLAY NAME OF PARTNER FROM FSQ120.

[Do you and {NAME OF CURRENT PARTNER} often, sometimes, hardly ever, or never have arguments about...]

Being too tired for sex?

- 1 OFTEN
- 2 SOMETIMES
- 3 HARDLY EVER
- 4 NEVER

DK Allowed

Refusal Allowed

CFQ190

DISPLAY NAME OF PARTNER FROM FSQ120.

[Do you and {NAME OF CURRENT PARTNER} often, sometimes, hardly ever, or never have arguments about...]

Religion?

- 1 OFTEN
- 2 SOMETIMES
- 3 HARDLY EVER
- 4 NEVER

DK Allowed

Refusal Allowed

CFQ200

DISPLAY NAME OF PARTNER FROM FSQ120.

[Do you and {NAME OF CURRENT PARTNER} often, sometimes, hardly ever, or never have arguments about...]

Leisure time?

- 1 OFTEN
- 2 SOMETIMES
- 3 HARDLY EVER
- 4 NEVER

DK Allowed

Refusal Allowed

CFQ210

DISPLAY NAME OF PARTNER FROM FSQ120.

[Do you and {NAME OF CURRENT PARTNER} often, sometimes, hardly ever, or never have arguments about...]

Drinking?

- 1 OFTEN
- 2 SOMETIMES
- 3 HARDLY EVER
- 4 NEVER

DK Allowed

Refusal Allowed

CFQ220

DISPLAY NAME OF PARTNER FROM FSQ120.

[Do you and {NAME OF CURRENT PARTNER} often, sometimes, hardly ever, or never have arguments about...]

Other women or men?

- 1 OFTEN
- 2 SOMETIMES
- 3 HARDLY EVER
- 4 NEVER

DK Allowed

Refusal Allowed

CFQ230

DISPLAY NAME OF PARTNER FROM FSQ120.

[Do you and {NAME OF CURRENT PARTNER} often, sometimes, hardly ever, or never have arguments about...]

In-laws?

- 1 OFTEN
- 2 SOMETIMES
- 3 HARDLY EVER
- 4 NEVER

DK Allowed

Refusal Allowed

CFQ240

DISPLAY NAME OF PARTNER FROM FSQ120.

There are various ways that couples deal with serious disagreements. When you have a serious disagreement with {NAME OF CURRENT PARTNER}, how often do you:

Just keep your opinions to yourself?

Would you say often, sometimes, hardly ever, or never?

- 1 OFTEN
- 2 SOMETIMES
- 3 HARDLY EVER
- 4 NEVER

DK Allowed

Refusal Allowed

CFQ250

DISPLAY NAME OF PARTNER FROM FSQ120.

[There are various ways that couples deal with serious disagreements. When you have a serious disagreement with {NAME OF CURRENT PARTNER}, how often do you:]

Discuss your disagreements calmly?

[PROBE: Would you say often, sometimes, hardly ever, or never?]

- 1 OFTEN
- 2 SOMETIMES
- 3 HARDLY EVER
- 4 NEVER

DK Allowed

Refusal Allowed

CFQ260

DISPLAY NAME OF PARTNER FROM FSQ120.

[There are various ways that couples deal with serious disagreements. When you have a serious disagreement with {NAME OF CURRENT PARTNER}, how often do you:]

Argue heatedly or shout at each other?

[PROBE: Would you say often, sometimes, hardly ever, or never?]

- 1 OFTEN
- 2 SOMETIMES
- 3 HARDLY EVER
- 4 NEVER

DK Allowed

Refusal Allowed

CFQ270

DISPLAY NAME OF PARTNER FROM FSQ120.

[There are various ways that couples deal with serious disagreements. When you have a serious disagreement with {NAME OF CURRENT PARTNER}, how often do you:]

End up hitting or throwing things at each other?

[PROBE: Would you say often, sometimes, hardly ever, or never?]

- 1 OFTEN
- 2 SOMETIMES
- 3 HARDLY EVER
- 4 NEVER

DK Allowed

Refusal Allowed

CFQ275BX

IF FATHER FIGURE IN HOUSEHOLD (FSQ130=2), CONTINUE WITH CFQ300.
OTHERWISE, GO TO CFQ320BX.

CFQ300

DISPLAY 'DO YOU' IF THE PERSON FLAGGED AS RESPONDENT IS A FATHER FIGURE (FSQ130=2).

OTHERWISE, DISPLAY 'DOES {NAME}'. FOR {NAME}, DISPLAY THE FIRST NAME OF THE PERSON CODED '2' AT FSQ130.

How much time (do you/does {NAME}) or another adult male in your home spend playing with {CHILD} on a typical school day?

- 0 NO TIME
- 1 LESS THAN 5 MINUTES
- 2 5 - 9 MINUTES
- 3 10 - 15 MINUTES
- 4 16 - 30 MINUTES
- 5 31 - 45 MINUTES
- 6 46 MINUTES TO ONE HOUR
- 7 MORE THAN ONE HOUR, BUT LESS THAN 2 HOURS
- 8 TWO HOURS - BUT LESS THAN THREE HOURS
- 9 THREE HOURS OR MORE

DK Allowed

Refusal Allowed

CFQ310

How about on a typical weekend day?

DK Allowed

Refusal Allowed

CFQ320BX

GO TO SECTION NRQ (NON-RESIDENTIAL PARENT).

NON-RESIDENT PARENTS - NRQ

NRQ010BX

IF BOTH BIOLOGICAL PARENTS (CODED '1' AT FSQ.140 FOR AT LEAST ONE HOUSEHOLD MEMBER AND CODED '1' AT FSQ.150 FOR AT LEAST ONE HOUSEHOLD MEMBER) ARE CURRENTLY LIVING TOGETHER IN THE HOUSEHOLD, GO TO NRQ270BX.
OTHERWISE, CONTINUE WITH NRQ020BX.

NRQ020BX

LOOP 1

ASK NRQ.030BX - NRQ.251 ONE TIME FOR EACH BIOLOGICAL MOTHER, ADOPTIVE MOTHER, BIOLOGICAL FATHER, AND ADOPTIVE FATHER NOT LIVING IN THE HOUSEHOLD.

DETERMINING LOOPING ELIGIBILITY:

1. IF NO HOUSEHOLD MEMBER WITH A CODE '1' AT FSQ.140 AND EITHER FALL K HRQ.030=1 (BIOLOGICAL MOTHER LIVING) OR FALL K NON-RESPONDENT, THEN ASK ABOUT BIOLOGICAL MOTHER.
2. IF NO BIOLOGICAL OR ADOPTIVE MOTHER IN HOUSEHOLD, BUT ADOPTIVE FATHER IS IN THE HOUSEHOLD (THAT IS, THERE IS NO HOUSEHOLD MEMBER WITH A CODE '1' OR '2' AT FSQ.140, BUT AT LEAST ONE HOUSEHOLD MEMBER WITH A CODE '2' AT FSQ.150), THEN ASK ABOUT ADOPTIVE MOTHER.
3. IF NO HOUSEHOLD MEMBER WITH A CODE '1' AT FSQ.150 AND EITHER FALL K HRQ.030=1 (BIOLOGICAL FATHER LIVING) OR FALL K NON-RESPONDENT, ASK ABOUT BIOLOGICAL FATHER.
4. IF NO BIOLOGICAL OR ADOPTIVE FATHER IN HOUSEHOLD, BUT ADOPTIVE MOTHER IS IN THE HOUSEHOLD (THAT IS, THERE IS NO HOUSEHOLD MEMBER WITH CODE '1' AT FSQ.150, BUT AT LEAST ONE HOUSEHOLD MEMBER WITH A CODE '2' AT FSQ.140), THEN ASK ABOUT ADOPTIVE FATHER.

NRQ030BX

IF (NUMBEROFCHILDREN=1) OR IF (NUMBEROFCHILDREN>1 AND CHILDNUM=1), GO TO NRQ100. OTHERWISE, CONTINUE WITH NRQ040BX.

NRQ040BX

IF NRQ100=5 (PARENT DECEASED), 6 (NO CONTACT SINCE ADOPTION), 7 (NO ADOPTIVE PARENT), DK, OR RF FOR CHILDNUM=1, GO TO NRQ260BX. OTHERWISE, CONTINUE WITH NRQ050.

NRQ050

Did {CHILD 2} have the same amount of contact with {his/her} {biological/adoptive} {mother/father} as {CHILD}?

1 YES

(NRQ260BX)

2 NO

(NRQ100)

DK Allowed (NRQ260BX)

Refusal Allowed (NRQ260BX)

NRQ100

IF FSQ140 = 1, DISPLAY BIOLOGICAL MOTHER FOR THE PARTICULAR LOOP R IS ON.

IF FSQ150 = 1, DISPLAY BIOLOGICAL FATHER FOR THE PARTICULAR LOOP R IS ON.

IF FSQ140 =2, DISPLAY ADOPTIVE MOTHER FOR THE PARTICULAR LOOP R IS ON.

IF FSQ150 = 2, DISPLAY ADOPTIVE FATHER FOR THE PARTICULAR LOOP R IS ON.

DISPLAY '[WE...HELPFUL]' IF THERE ARE NO BIOLOGICAL PARENTS IN THE HOUSEHOLD (NO HOUSEHOLD MEMBER WITH A CODE '1' AT FSQ140 OR FSQ150). OTHERWISE, USE A NULL DISPLAY.

DISPLAY 'FOR ADOPTIVE PARENTS' IF THE RESPONDENT IS AN ADOPTIVE PARENT (FSQ140 OR FSQ150 IS CODED '2' FOR THE PERSON FLAGGED AS THE RESPONDENT).

IF CODED '2' FOR CHILD 1, GO TO NRQ.130.

IF CODED '3' FOR CHILD 1, GO TO NRQ.180BX.

IF CODED '2' OR '3' FOR CHILD 2, GO TO NRQ.125BX.

The next questions are about {CHILD}'s contact with (his/her) (biological/adoptive) (father/mother).

[We understand that some of these questions may be difficult {for adoptive parents} to answer, however, these are standard questions we ask when a child does not live with (his/her) biological parents Any information you can provide will be helpful.]

How long has it been since {CHILD} last had a visit, a phone call, or received a card or letter from (his/her) (biological/adoptive) (father/mother)? Would you say ...

- | | |
|---|------------|
| 1 Less than one month, | (NRQ110) |
| 2 more than a month but less than a year, | |
| 3 more than a year, or | |
| 4 no contact since birth? | (NRQ260BX) |
| 5 PARENT IS DECEASED | (NRQ260BX) |
| 6 NO CONTACT SINCE ADOPTION | (NRQ260BX) |
| 7 NO ADOPTIVE (MOTHER/FATHER) | (NRQ260BX) |

DK Allowed (NRQ260BX)

Refusal Allowed (NRQ260BX)

NRQ110

IF FSQ140 = 1, DISPLAY BIOLOGICAL MOTHER.

IF FSQ150 = 1, DISPLAY BIOLOGICAL FATHER.

IF FSQ140 =2, DISPLAY ADOPTIVE MOTHER.

IF FSQ150 = 2, DISPLAY ADOPTIVE FATHER.

How many days has {CHILD} seen (his/her) (biological/adoptive) (father/mother) in the past 4 weeks?

Range:0 to 28

DK Allowed

Refusal Allowed

NRQ120

IF FSQ140 = 1, DISPLAY BIOLOGICAL MOTHER.

IF FSQ150 = 1, DISPLAY BIOLOGICAL FATHER.

IF FSQ140 =2, DISPLAY ADOPTIVE MOTHER.

IF FSQ150 = 2, DISPLAY ADOPTIVE FATHER.

How many days was {CHILD} scheduled to see (his/her) (biological/adoptive) (father/mother) in the past 4 weeks?

Range:0 to 28

DK Allowed

Refusal Allowed

NRQ121

IF FSQ140 = 1, DISPLAY BIOLOGICAL MOTHER.

IF FSQ150 = 1, DISPLAY BIOLOGICAL FATHER.

IF FSQ140 =2, DISPLAY ADOPTIVE MOTHER.

IF FSQ150 = 2, DISPLAY ADOPTIVE FATHER.

How many nights did {CHILD} and (his/her) (biological/adoptive) (father/mother) sleep in the same house in the past four weeks?

Range:0 to 28

DK Allowed

Refusal Allowed

NRQ122

IF FSQ140 = 1, DISPLAY BIOLOGICAL MOTHER.

IF FSQ150 = 1, DISPLAY BIOLOGICAL FATHER.

IF FSQ140 =2, DISPLAY ADOPTIVE MOTHER.

IF FSQ150 = 2, DISPLAY ADOPTIVE FATHER.

Did {CHILD}'s (biological/adoptive) (father/mother) miss any scheduled visits with {CHILD} in the past four weeks?

1 YES

2 NO

DK Allowed

Refusal Allowed

NRQ123

IF FSQ140 = 1, DISPLAY BIOLOGICAL MOTHER.

IF FSQ150 = 1, DISPLAY BIOLOGICAL FATHER.

IF FSQ140 =2, DISPLAY ADOPTIVE MOTHER.

IF FSQ150 = 2, DISPLAY ADOPTIVE FATHER.

How many times have {CHILD} and (his/her) (biological/adoptive) (father/ mother) talked on the telephone to each other in the past 4 weeks?

Range:0 to 28

DK Allowed

Refusal Allowed

NRQ125BX

IF (NUMBEROFCHILDREN=1) OR IF (NUMBEROFCHILDREN>1 AND CHILDNUM=1), CONTINUE WITH NRQ130.
OTHERWISE, GO TO NRQ260BX.

NRQ130

IF FSQ140 = 1, DISPLAY BIOLOGICAL MOTHER.

IF FSQ150 = 1, DISPLAY BIOLOGICAL FATHER.

IF FSQ140 =2, DISPLAY ADOPTIVE MOTHER.

IF FSQ150 = 2, DISPLAY ADOPTIVE FATHER.

Since September, has {CHILD}'s (biological/adoptive) (mother/father)...

Attended an open house or a back-to-school night?

1 YES

2 NO

DK Allowed

Refusal Allowed

NRQ135

IF FSQ140 = 1, DISPLAY BIOLOGICAL MOTHER.

IF FSQ150 = 1, DISPLAY BIOLOGICAL FATHER.

IF FSQ140 =2, DISPLAY ADOPTIVE MOTHER.

IF FSQ150 = 2, DISPLAY ADOPTIVE FATHER.

[Since September, has {CHILD}'s (biological/adoptive) (mother/father)...

Gone to a regularly-scheduled parent-teacher conference with {CHILD}'s teacher or meeting with {CHILD}'s teacher?

1 YES

2 NO

DK Allowed

Refusal Allowed

NRQ140

IF FSQ140 = 1, DISPLAY BIOLOGICAL MOTHER.

IF FSQ150 = 1, DISPLAY BIOLOGICAL FATHER.

IF FSQ140 =2, DISPLAY ADOPTIVE MOTHER.

IF FSQ150 = 2, DISPLAY ADOPTIVE FATHER.

[Since September, has {CHILD}'s (biological/adoptive) (mother/father)...

Attended a school or class event, such as a play or sport event or science fair?

1 YES

2 NO

DK Allowed

Refusal Allowed

NRQ145

IF FSQ140 = 1, DISPLAY BIOLOGICAL MOTHER.

IF FSQ150 = 1, DISPLAY BIOLOGICAL FATHER.

IF FSQ140 =2, DISPLAY ADOPTIVE MOTHER.

IF FSQ150 = 2, DISPLAY ADOPTIVE FATHER.

[Since September, has {CHILD}'s (biological/adoptive) (mother/father)...]

Acted as a volunteer at the school or served on a committee?

1 YES

2 NO

DK Allowed

Refusal Allowed

NRQ180BX

IF LOOPING ON NONRESIDENT BIOLOGICAL FATHER, CONTINUE WITH NRQ200.

OTHERWISE, GO TO NRQ250.

NRQ200

Did {CHILD}'s biological father ever sign the application for {CHILD}'s birth certificate or sign a statement that legally says he is {CHILD}'s biological father?

1 YES

(NRQ250)

2 NO

(NRQ210)

DK Allowed (NRQ210)

Refusal Allowed (NRQ210)

NRQ210

Did you or someone in your family go to court to establish that he was {CHILD}'s legal biological father?

1 YES

2 NO

DK Allowed

Refusal Allowed

NRQ250

IF FSQ140 = 1, DISPLAY BIOLOGICAL MOTHER.

IF FSQ150 = 1, DISPLAY BIOLOGICAL FATHER.

IF FSQ140 =2, DISPLAY ADOPTIVE MOTHER.

IF FSQ150 = 2, DISPLAY ADOPTIVE FATHER.

How many minutes does {CHILD}'s (biological/adoptive) (mother/father) live from (him/her)?

1 10 MINUTES OR LESS

2 11-30 MINUTES

3 31-59 MINUTES

4 1-2 HOURS

5 MORE THAN 2 HOURS

DK Allowed

Refusal Allowed

NRQ251

IF FSQ140 = 1, DISPLAY BIOLOGICAL MOTHER.

IF FSQ150 = 1, DISPLAY BIOLOGICAL FATHER.

IF FSQ140 =2, DISPLAY ADOPTIVE MOTHER.

IF FSQ150 = 2, DISPLAY ADOPTIVE FATHER.

Does {CHILD}'s (biological/adoptive) (mother/father) live in the same state or a different state than {CHILD}?

1 SAME STATE

2 DIFFERENT STATE

DK Allowed

Refusal Allowed

NRQ260BX

ASK NRQ100 TO NRQ251 FOR THE NEXT NON-RESIDENTIAL PARENT. IF NO NEXT NON-RESIDENTIAL PARENT, GO TO NRQ260BY.

NRQ260BY

IF NRQ100=5 (PARENT DECEASED), 6 (NO CONTACT SINCE ADOPTION), 7 (NO ADOPTIVE PARENT), DK, OR RF FOR THE FIRST CHILD (NUMBEROFCHILDREN=1 OR (NUMBEROFCHILDREN>1 AND CHILDNUM=1)), GO TO NRQ270BX. IF (NUMBEROFCHILDREN>1 AND CHILDNUM=2), GO TO NRQ270BX. OTHERWISE, CONTINUE WITH NRQ261.

NRQ261

CODE ALL THAT APPLY. CODE 5 CANNOT BE CODED WITH ANY OTHER.

Next, I'd like to ask some questions about child support. Have child support payments for {CHILD} ever been awarded by a court or a judge, agreed to in writing, agreed to informally, or do you not have an agreement of any kind?

1 YES, AWARDED BY A COURT

(NRQ263BX)

2 YES, AGREED TO IN WRITING

(NRQ263BX)

3 YES, AGREED TO INFORMALLY

(NRQ263BX)

4 YES, AWARD PENDING

(NRQ263BX)

5 NO AGREEMENT

(NRQ270BX)

Code All That Apply

Other Specify Allowed (NRQ262)

DK Allowed (NRQ270BX)

Refusal Allowed (NRQ270BX)

NRQ262

What kind of agreement do you have?

NRQ263BX

IF MORE THAN 1 NONRESIDENT PARENT, CONTINUE WITH NRQ264.

OTHERWISE, GO TO NRQ265.

NRQ264

What parent do you have this agreement with?

PROBE: Any other parent?

1 {CHILD}'s BIOLOGICAL FATHER

2 {CHILD}'S BIOLOGICAL MOTHER

3 {CHILD}'S ADOPTIVE FATHER

4 {CHILD}'S ADOPTIVE MOTHER

Code All That Apply

NRQ265

In the past year were you supposed to receive any child support payments for {CHILD}?

1 YES

2 NO

(NRQ270BX)

DK Allowed (NRQ270BX)

Refusal Allowed (NRQ270BX)

NRQ266

During the last year, has {CHILD} received this money regularly, so that you could almost always count on getting the money?

1 YES

2 NO

DK Allowed

Refusal Allowed

NRQ270BX

GO TO SECTION DWQ (DISCIPLINE AND WARMTH).

DISCIPLINE, WARMTH, AND EMOTIONAL SUPPORTIVENESS - DWQ

DWQ003BX

IF (NUMBEROFCHILDREN=1) OR

IF (NUMBEROFCHILDREN >1 AND CHILDNUM=1), CONTINUE WITH DWQ005BX.

IF (NUMBEROFCHILDREN >1 and CHILDNUM=2 AND DWQ080 NOT EQUALS -1 FOR CHILDNUM=1), GO TO DWQ080.

IF (NumberOfChildren >1 and ChildNum=2 and DWQ080=-1 FOR ChildNum=1), GO TO DWQ090BX.

DWQ005BX

IF PERSON FLAGGED AS R SCORES '1' OR '2' AT FSQ.130

OR

IF NO HOUSEHOLD MEMBER SCORES '1' OR '2' AT FSQ.130,
CONTINUE WITH DWQ.010BX.

OTHERWISE, GO TO DWQ.080.

DWQ010

Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true.

{CHILD} and I often have warm, close times together.

- 1 COMPLETELY TRUE
- 2 MOSTLY TRUE
- 3 SOMEWHAT TRUE
- 4 NOT AT ALL TRUE

DK Allowed

Refusal Allowed

DWQ015

[Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true.]

Most of the times I feel that {CHILD} likes me and wants to be near me.

- 1 COMPLETELY TRUE
- 2 MOSTLY TRUE
- 3 SOMEWHAT TRUE
- 4 NOT AT ALL TRUE

DK Allowed

Refusal Allowed

DWQ020

[Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true.]

I am usually too busy to joke and play around with {CHILD}.

- 1 COMPLETELY TRUE
- 2 MOSTLY TRUE
- 3 SOMEWHAT TRUE
- 4 NOT AT ALL TRUE

DK Allowed

Refusal Allowed

DWQ025

[Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true.]

Even when I'm in a bad mood, I show {CHILD} a lot of love.

- 1 COMPLETELY TRUE
- 2 MOSTLY TRUE
- 3 SOMEWHAT TRUE
- 4 NOT AT ALL TRUE

DK Allowed

Refusal Allowed

DWQ030

[Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true.]

By the end of a long day, I find it hard to be warm and loving toward {CHILD}.

- 1 COMPLETELY TRUE
- 2 MOSTLY TRUE
- 3 SOMEWHAT TRUE
- 4 NOT AT ALL TRUE

DK Allowed

Refusal Allowed

DWQ035

[Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true.]

I express affection by hugging, kissing, and holding {CHILD}.

- 1 COMPLETELY TRUE
- 2 MOSTLY TRUE
- 3 SOMEWHAT TRUE
- 4 NOT AT ALL TRUE

DK Allowed

Refusal Allowed

DWQ040

[Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true.]

Being a parent is harder than I thought it would be.

- 1 COMPLETELY TRUE
- 2 MOSTLY TRUE
- 3 SOMEWHAT TRUE
- 4 NOT AT ALL TRUE

DK Allowed

Refusal Allowed

DWQ045

[Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true.]

{CHILD} does things that really bother me.

- 1 COMPLETELY TRUE
- 2 MOSTLY TRUE
- 3 SOMEWHAT TRUE
- 4 NOT AT ALL TRUE

DK Allowed

Refusal Allowed

DWQ050

[Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true.]

I find myself giving up more of my life to meet {CHILD}'s needs than I ever expected.

- 1 COMPLETELY TRUE
- 2 MOSTLY TRUE
- 3 SOMEWHAT TRUE
- 4 NOT AT ALL TRUE

DK Allowed

Refusal Allowed

DWQ055

[Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true.]

I feel trapped by my responsibilities as a parent.

- 1 COMPLETELY TRUE
- 2 MOSTLY TRUE
- 3 SOMEWHAT TRUE
- 4 NOT AT ALL TRUE

DK Allowed

Refusal Allowed

DWQ060

[Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true.]

I often feel angry with {CHILD}.

- 1 COMPLETELY TRUE
- 2 MOSTLY TRUE
- 3 SOMEWHAT TRUE
- 4 NOT AT ALL TRUE

DK Allowed

Refusal Allowed

DWQ065

[Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true.]

{CHILD} seems harder to care for than most.

- 1 COMPLETELY TRUE
- 2 MOSTLY TRUE
- 3 SOMEWHAT TRUE
- 4 NOT AT ALL TRUE

DK Allowed

Refusal Allowed

DWQ070

[Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true.]

I find taking care of a young child more work than pleasure.

- 1 COMPLETELY TRUE
- 2 MOSTLY TRUE
- 3 SOMEWHAT TRUE
- 4 NOT AT ALL TRUE

DK Allowed

Refusal Allowed

DWQ080

Next, I have a few questions about {CHILD}'s television viewing habits. How many hours a day does {CHILD} usually watch TV or videos on school days?

ENTER -1 IF RESPONDENT HAS NO TV.

Range:0 to 24

DK Allowed

Refusal Allowed

DWQ081BX

IF DWQ080 DOES NOT EQUAL -1, CONTINUE WITH DWQ082.
OTHERWISE, GO TO DWQ090BX.

DWQ082

Now think about the weekend. How many hours does {CHILD} usually watch TV or videos on Saturday and Sunday combined?

Range:0 to 48

DK Allowed

Refusal Allowed

DWQ083BX

IF (NumberOfChildren=1) OR (NumberOfChildren >1 and ChildNum=1), CONTINUE WITH DWQ084.

IF (NumberOfChildren >1 and ChildNum=2), GO TO DWQ090BX.

DWQ084

Are there family rules for which television programs {CHILD} can watch?

- 1 YES
- 2 NO

DK Allowed

Refusal Allowed

DWQ086

Are there family rules about how many hours {CHILD} may watch television?

- 1 YES
- 2 NO

DK Allowed

Refusal Allowed

DWQ088

Are there family rules about how early or late {CHILD} may watch television?

- 1 YES
- 2 NO

DK Allowed

Refusal Allowed

DWQ090BX

IF (NumberOfChildren=1) OR

IF (NumberOfChildren >1 and ChildNum=1), GO TO DWQ100.

IF (NumberOfChildren >1 and ChildNum=2), GO TO DWQ120BX.

DWQ100

Sometimes kids mind pretty well and sometimes they don't. About how many times, if any, have you spanked {CHILD} in the past week?

ENTER -1 IF RESPONDENT VOLUNTEERS THAT {CHILD} IS NEVER SPANKED.

-1 DO NOT SPANK CHILD

DK Allowed

Refusal Allowed

DWQ110

Most children get angry at their parents from time to time. If {CHILD} got so angry that (he/she) hit you, what would you do? Would you...

- 1 Spank (him/her),
- 2 have (him/her) take a time out,
- 3 hit (him/her) back,
- 4 talk to (him/her) about what (he/she) did wrong,
- 5 ignore it,
- 6 make (him/her) do some work around the house,
- 7 make fun of (him/her),
- 8 make (him/her) apologize,
- 9 take away a privilege,
- 10 give a warning,
- 11 yell at {CHILD} or threaten (him/her)?

Code All That Apply

Other Specify Allowed

DK Allowed

Refusal Allowed

DWQ120BX

GO TO SECTION CHQ (CHILD HEALTH AND WELL-BEING).

CHILD'S HEALTH AND WELL-BEING - CHQ

CHQ050BX

ASK CHQ100 - CHQ170 FOR EACH SAMPLED CHILD.

CHQ100

How long has it been since {CHILD}'s last visit to a dentist or dental hygienist for dental care?

- 1 NEVER
- 2 LESS THAN 6 MONTHS
- 3 6 MONTHS TO ONE YEAR
- 4 1 YEAR TO 2 YEARS
- 5 MORE THAN 2 YEARS

DK Allowed

Refusal Allowed

CHQ110

How long has it been since {CHILD}'s last visit to a clinic, health center, hospital, doctor's office, or other place for routine health care?

PROBE: Routine health care may include check-ups, or immunization appointments.

- 1 NEVER
- 2 LESS THAN 6 MONTHS
- 3 6 MONTHS TO ONE YEAR
- 4 1 YEAR TO 2 YEARS
- 5 MORE THAN 2 YEARS

DK Allowed

Refusal Allowed

CHQ120

DISPLAY 'Medicaid' IF STATE IN WHICH INTERVIEW IS BEING CONDUCTED IS ONE OF THE FOLLOWING:
ALABAMA, ARKANSAS, COLORADO, CONNECTICUT, DELAWARE, FLORIDA, ILLINOIS, INDIANA, KANSAS,
LOUISIANA, MAINE, MINNESOTA, MISSISSIPPI, MISSOURI, MONTANA, NEBRASKA, NEVADA, NEW
HAMPSHIRE, NEW JERSEY, NEW MEXICO, NEW YORK, NORTH CAROLINA, NORTH DAKOTA, OHIO,
OKLAHOMA, OREGON, PENNSYLVANIA, SOUTH CAROLINA, SOUTH DAKOTA, TEXAS, VT, VERMONT,
WEST VIRGINIA, WYOMING.

DISPLAY 'Medical Assistance' FOR 'STATE NAME FOR MEDICAID' IF STATE IN WHICH INTERVIEW IS BEING
CONDUCTED IS ONE OF THE FOLLOWING:
ALASKA, DISTRICT OF COLUMBIA, GEORGIA, HAWAII, IDAHO, IOWA, KENTUCKY, MARYLAND, MICHIGAN,
RHODE ISLAND, VIRGINIA, WASHINGTON, WISCONSIN.

DISPLAY 'Arizona Health Care Cost Containment System' FOR 'STATE NAME FOR MEDICAID' IF STATE IN
WHICH INTERVIEW IS BEING CONDUCTED IS ARIZONA.

DISPLAY 'Medi-Cal' FOR 'STATE NAME FOR MEDICAID' IF STATE IN WHICH INTERVIEW IS BEING
CONDUCTED IS CALIFORNIA.

DISPLAY 'MassHealth' FOR 'STATE NAME FOR MEDICAID' IF STATE IN WHICH INTERVIEW IS BEING
CONDUCTED IS MASSACHUSETTS.

DISPLAY 'TennCare' FOR 'STATE NAME FOR MEDICAID' IF STATE IN WHICH INTERVIEW IS BEING
CONDUCTED IS TENNESSEE.

Is {CHILD} now covered by a health insurance plan which would pay any part of a hospital, doctor's, or surgeon's bill?

PROBE: This includes {Medicaid/ {STATE NAME FOR MEDICAID}}.

1 YES

2 NO

DK Allowed

Refusal Allowed

CHQ130

DISPLAY 'BOYS' AND 'HIS' IF INQ160=1 (MALE).

DISPLAY 'GIRLS' AND 'HER' IF INQ160=2 (FEMALE).

Now I want to ask you about {CHILD}'s physical activities.

Compared to other (boys/girls) (his/her) age, how physically active is {CHILD} during structured activities like sports or activities at day care or school? Is (he/she)...

1 More physically active than other (boys/girls),

2 Less physically active than other (boys/girls), or

3 About the same as other (boys/girls)?

DK Allowed

Refusal Allowed

CHQ131

How about during free time?

PROBE: Is (he/she) more physically active, less physically active, or about the same as other (boys/girls)?

1 MORE PHYSICALLY ACTIVE THAN OTHER (BOYS/GIRLS)

2 LESS PHYSICALLY ACTIVE THAN OTHER (BOYS/GIRLS)

3 ABOUT THE SAME AS OTHER (BOYS/GIRLS)

DK Allowed

Refusal Allowed

CHQ137

DISPLAY 'BOYS' AND 'HIS' IF INQ160=1 (MALE).

DISPLAY 'GIRLS' AND 'HER' IF INQ160=2 (FEMALE).

Aerobic exercise makes the heart work very hard and makes people break out in a sweat. Compared to other (boys/girls) (his/her) age, how much aerobic exercise does (CHILD) get on a consistent basis?

Would you say ...

1 More than other (boys/girls),

2 less than other (boys/girls), or

3 about the same as other (boys/girls)?

DK Allowed

Refusal Allowed

CHQ140

In a typical week, on how many days does (CHILD) get exercise that causes rapid breathing, perspiration, and a rapid heartbeat for 20 continuous minutes or more?

Range:0 to 7

DK Allowed

Refusal Allowed

CHQ145A

In the last 12 months, did {CHILD} regularly get exercise through any of the following organizations?

Public park or recreation center?

1 YES

2 NO

DK Allowed

Refusal Allowed

CHQ145B

[In the last 12 months, did {CHILD} regularly get exercise through any of the following organizations?]

Church or other place of worship?

1 YES

2 NO

DK Allowed

Refusal Allowed

CHQ145C

[In the last 12 months, did {CHILD} regularly get exercise through any of the following organizations?]

Sports teams or leagues not affiliated with churches?

1 YES

2 NO

DK Allowed

Refusal Allowed

CHQ145D

[In the last 12 months, did {CHILD} regularly get exercise through any of the following organizations?]

YMCA, YWCA, or other similar organizations?

1 YES

2 NO

DK Allowed

Refusal Allowed

CHQ145E

[In the last 12 months, did {CHILD} regularly get exercise through any of the following organizations?]

Health club or private spa?

1 YES

2 NO

DK Allowed

Refusal Allowed

CHQ145F

[In the last 12 months, did {CHILD} regularly get exercise through any of the following organizations?]

Cub Scouts, Daisies, or other scouts?

1 YES

2 NO

DK Allowed

Refusal Allowed

CHQ145G

[In the last 12 months, did {CHILD} regularly get exercise through any of the following organizations?]

4-H or other farm clubs?

1 YES

2 NO

DK Allowed

Refusal Allowed

CHQ148BX

IF ANY OF CHQ145A TO CHQ145G = 1, CONTINUE WITH CHQ150.
OTHERWISE, GO TO CHQ155.

CHQ150

DISPLAY 'HELP AVAILABLE' IN BRIGHT WHITE.

DO NOT DISPLAY THE WORDS "HELP TEXT" ON THE HELP SCREEN.

HELP AVAILABLE

What types of exercise or physical activity did {CHILD} get at the places you just mentioned?

PROBE: Anything else?

HELP TEXT:

GROUP SPORTS: e.g. baseball, basketball, soccer.

INDIVIDUAL SPORTS: e.g. tennis, swimming, gymnastics.

DANCE: e.g. tap, ballet, movement.

RECREATIONAL SPORTS/OUTDOOR ACTIVITIES: e.g. biking, hiking.

PLAYGROUND ACTIVITIES: e.g. catch, jump-rope, tag.

CALISTHENICS/GENERAL EXERCISING: e.g. jumping jacks.

- 1 GROUP SPORTS
- 2 INDIVIDUAL SPORTS
- 3 DANCE
- 4 RECREATIONAL SPORTS/OUTDOOR ACTIVITIES
- 5 MARTIAL ARTS
- 6 PLAYGROUND ACTIVITIES
- 7 CALISTHENICS / GENERAL EXERCISING

Code All That Apply

Other Specify Allowed

DK Allowed

Refusal Allowed

CHQ155

Child A prefers to spend his/her free time reading, playing video games, or watching TV. Child B prefers to spend his/her free time riding a bike, swimming, and playing sports. Is your child...

- 1 More like Child A,
- 2 more like Child B, or
- 3 similar to both Child A and Child B?

DK Allowed

Refusal Allowed

CHQ160

DISPLAY 'THIS SCHOOL YEAR' IN BRIGHT WHITE.

During this school year, did (CHILD) receive any services for children with special needs such as speech therapy or did (he/she) participate in a special education program?

- 1 YES
- 2 NO

(CHQ170)

(CHQ180BX)

DK Allowed (CHQ180BX)

Refusal Allowed (CHQ180BX)

CHQ170

DISPLAY 'THIS SCHOOL YEAR' IN BRIGHT WHITE.

Overall, how satisfied are you with the special services or special education program that {CHILD} has received this school year? Are you:

- 1 Completely satisfied,
- 2 very satisfied,
- 3 fairly satisfied,
- 4 somewhat dissatisfied, or
- 5 very dissatisfied?

DK Allowed

Refusal Allowed

CHQ180BX

IF (NumberOfChildren=1) OR

IF (NumberOfChildren >1 and ChildNum=1), GO TO SECTION PPQ (PARENT PSYCHOLOGICAL WELL-BEING).

IF (NumberOfChildren >1 and ChildNum=2), GO TO CMQ (MOBILITY AND TRACKING UPDATES).

PARENT'S PSYCHOLOGICAL WELL-BEING AND HEALTH - PPQ

PPQ050BX

IF PERSON FLAGGED AS R SCORES '1' OR '2' AT FSQ.130

OR

IF NO HOUSEHOLD MEMBER SCORES '1' OR '2' AT FSQ.130,
CONTINUE WITH PPQ.100.

OTHERWISE, GO TO PPQ265BX.

PPQ100

DISPLAY 'PAST WEEK' IN BOLD.

I'm going to read some statements that may relate to how you have felt about yourself and your life during the past week. For each statement I read, please indicate how often in the past week you felt or behaved this way. There are no right or wrong answers.

How often during the past week have you felt that you were bothered by things that don't usually bother you? Would you say never, some of the time, a moderate amount of the time, or most of the time?

- 1 NEVER
- 2 SOME OF THE TIME
- 3 A MODERATE AMOUNT OF THE TIME
- 4 MOST OF THE TIME

DK Allowed

Refusal Allowed

PPQ110

DISPLAY 'PAST WEEK' IN BOLD.

How often during the past week have you felt that you did not feel like eating, that your appetite was poor?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

- 1 NEVER
- 2 SOME OF THE TIME
- 3 A MODERATE AMOUNT OF THE TIME
- 4 MOST OF THE TIME

DK Allowed

Refusal Allowed

PPQ120

DISPLAY 'PAST WEEK' IN BOLD.

How often during the past week have you felt that you could not shake off the blues even with help from your family or friends?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

- 1 NEVER
- 2 SOME OF THE TIME
- 3 A MODERATE AMOUNT OF THE TIME
- 4 MOST OF THE TIME

DK Allowed

Refusal Allowed

PPQ130

DISPLAY 'PAST WEEK' IN BOLD.

How often during the past week have you felt that you had trouble keeping your mind on what you were doing?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

- 1 NEVER
- 2 SOME OF THE TIME
- 3 A MODERATE AMOUNT OF THE TIME
- 4 MOST OF THE TIME

DK Allowed

Refusal Allowed

PPQ140

DISPLAY 'PAST WEEK' IN BOLD.

How often during the past week have you felt depressed?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

- 1 NEVER
- 2 SOME OF THE TIME
- 3 A MODERATE AMOUNT OF THE TIME
- 4 MOST OF THE TIME

DK Allowed

Refusal Allowed

PPQ150

DISPLAY 'PAST WEEK' IN BOLD.

How often during the past week have you felt that everything you did was an effort?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

- 1 NEVER
- 2 SOME OF THE TIME
- 3 A MODERATE AMOUNT OF THE TIME
- 4 MOST OF THE TIME

DK Allowed

Refusal Allowed

PPQ160

DISPLAY 'PAST WEEK' IN BOLD.

How often during the past week have you felt fearful?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

- 1 NEVER
- 2 SOME OF THE TIME
- 3 A MODERATE AMOUNT OF THE TIME
- 4 MOST OF THE TIME

DK Allowed

Refusal Allowed

PPQ170

DISPLAY 'PAST WEEK' IN BOLD.

How often during the past week have you felt that your sleep was restless?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

- 1 NEVER
- 2 SOME OF THE TIME
- 3 A MODERATE AMOUNT OF THE TIME
- 4 MOST OF THE TIME

DK Allowed

Refusal Allowed

PPQ180

DISPLAY 'PAST WEEK' IN BOLD.

How often during the past week have you felt that you talked less than usual?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

- 1 NEVER
- 2 SOME OF THE TIME
- 3 A MODERATE AMOUNT OF THE TIME
- 4 MOST OF THE TIME

DK Allowed

Refusal Allowed

PPQ190

DISPLAY 'PAST WEEK' IN BOLD.

How often during the past week have you felt lonely?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

- 1 NEVER
- 2 SOME OF THE TIME
- 3 A MODERATE AMOUNT OF THE TIME
- 4 MOST OF THE TIME

DK Allowed

Refusal Allowed

PPQ200

DISPLAY 'PAST WEEK' IN BOLD.

How often during the past week have you felt sad?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

- 1 NEVER
- 2 SOME OF THE TIME
- 3 A MODERATE AMOUNT OF THE TIME
- 4 MOST OF THE TIME

DK Allowed

Refusal Allowed

PPQ210

DISPLAY 'PAST WEEK' IN BOLD.

How often during the past week have you felt that you could not get going?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

- 1 NEVER
- 2 SOME OF THE TIME
- 3 A MODERATE AMOUNT OF THE TIME
- 4 MOST OF THE TIME

DK Allowed

Refusal Allowed

PPQ220

Now, I would like to ask you about your health. In general, would you say that your health is...

- 1 Excellent,
- 2 very good,
- 3 good,
- 4 fair, or
- 5 poor?

DK Allowed

Refusal Allowed

PPQ230

DISPLAY 'HELP AVAILABLE' IN BRIGHT WHITE.

DO NOT DISPLAY THE WORDS "HELP TEXT" ON HELP SCREENS.

HELP AVAILABLE

Does any impairment or health problem now keep you from working at a job or business?

HELP TEXT:

Impairment/health problem: an ongoing health problem that limits one's strength or mental alertness. Examples might be a heart condition, severe asthma, sickle cell anemia, leukemia, or autism.

- 1 YES
- 2 NO

DK Allowed

Refusal Allowed

PPQ240

DISPLAY 'HELP AVAILABLE' IN BRIGHT WHITE.

DO NOT DISPLAY THE WORDS "HELP TEXT" ON HELP SCREENS.

HELP AVAILABLE

Are you limited in the kind or amount of work you can do because of any impairment or health problem?

HELP TEXT:

Impairment: An ongoing health problem that limits one's strength or mental alertness. Examples might be a heart condition, severe asthma, sickle cell anemia, leukemia, or autism.

- 1 YES
- 2 NO

DK Allowed

Refusal Allowed

PPQ250

DISPLAY 'HELP AVAILABLE' IN BRIGHT WHITE.

DO NOT DISPLAY THE WORDS "HELP TEXT" ON HELP SCREENS.

HELP AVAILABLE

During the past 12 months, have you felt or has anyone suggested that you needed professional help for any emotional problem or for drug or alcohol use?

HELP TEXT:

Emotional problems: Conditions in which an individual shows one or more of the following characteristics to a significant and noticeable degree: (1) an inability to get along with others; (2) display of inappropriate feelings or actions in normal circumstances; (3) depression; (4) unreasonable fears. This term includes those who are schizophrenic.

- 1 YES
- 2 NO

(PPQ260)

(PPQ265BX)

DK Allowed (PPQ265BX)

Refusal Allowed (PPQ265BX)

PPQ260

Did you get help for your problem?

- 1 YES
- 2 NO

DK Allowed

Refusal Allowed

PPQ265BX

ASK PPQ270 ONLY IF BIOLOGICAL FATHER IS NOW LIVING WITH CHILD (FSQ150=1 FOR AT LEAST ONE HOUSEHOLD MEMBER) AND R IS NOT CHILD'S BIOLOGICAL FATHER. ELSE GO TO PPQ285BX.

PPQ270

DISPLAY 'HELP AVAILABLE' IN BRIGHT WHITE.

DO NOT DISPLAY THE WORDS "HELP TEXT" ON HELP SCREENS.

HELP AVAILABLE

During the past 12 months, has {CHILD}'s biological father felt or has anyone suggested that he needed professional help for any emotional problem or for drug or alcohol use?

HELP TEXT:

Emotional problems: Conditions in which an individual shows one or more of the following characteristics to a significant and noticeable degree: (1) an inability to get along with others; (2) display of inappropriate feelings or actions in normal circumstances; (3) depression; (4) unreasonable fears. This term includes those who are schizophrenic.

1 YES

(PPQ280)

2 NO

(PPQ285BX)

DK Allowed (PPQ285BX)

Refusal Allowed (PPQ285BX)

PPQ280

Did he get help for his problem?

1 YES

2 NO

DK Allowed

Refusal Allowed

PPQ285BX

ASK PPQ290 ONLY IF THERE IS A STEPFATHER LIVING IN THE HOME (FSQ150=3) AND R IS NOT CHILD'S STEPFATHER.

OTHERWISE, GO TO PPQ310BX.

PPQ290

DISPLAY 'HELP AVAILABLE' IN BRIGHT WHITE.

DO NOT DISPLAY THE WORDS "HELP TEXT" ON HELP SCREENS.

HELP AVAILABLE

During the past 12 months, has {CHILD}'s stepfather felt or has anyone suggested that he needed professional help for any emotional problem or for drug or alcohol use?

HELP TEXT:

Emotional problems: Conditions in which an individual shows one or more of the following characteristics to a significant and noticeable degree: (1) an inability to get along with others; (2) display of inappropriate feelings or actions in normal circumstances; (3) depression; (4) unreasonable fears. This term includes those who are schizophrenic.

1 YES

(PPQ300)

2 NO

(PPQ310BX)

DK Allowed (PPQ310BX)

Refusal Allowed (PPQ310BX)

PPQ300

Did he get help for his problem?

1 YES

2 NO

DK Allowed

Refusal Allowed

PPQ310BX

GO TO SECTION FDQ (FOOD SECURITY).

FOOD SECURITY - FDQ

FDQ100

FOR "WE HAVE ENOUGH TO EAT BUT NOT THE KINDS OF FOOD WE WANT," DISPLAY "NOT" AND "KINDS" IN BRIGHT WHITE.

FOR "SOMETIMES WE DON'T HAVE ENOUGH TO EAT," DISPLAY "ENOUGH" IN BRIGHT WHITE.

FOR "OFTEN WE DON'T HAVE ENOUGH TO EAT," DISPLAY "OFTEN" IN BRIGHT WHITE..

These next questions are about the food eaten in your household.

Which of these statements best describes the food eaten in your household in the last 12 months, since {CURRENT MONTH} of last year?

We have enough to eat and the kinds of food we want.

We have enough to eat but not always the kinds of food we want.

Sometimes we don't have enough to eat.

Often we don't have enough to eat.

- | | |
|--|-----------|
| 1 WE HAVE ENOUGH TO EAT AND THE KINDS OF FOOD WE WANT. | (FDQ130A) |
| 2 WE HAVE ENOUGH TO EAT BUT NOT ALWAYS THE KINDS OF FOOD WE WANT | (FDQ120A) |
| 3 SOMETIMES WE DON'T HAVE ENOUGH TO EAT | (FDQ110A) |
| 4 OFTEN WE DON'T HAVE ENOUGH TO EAT | (FDQ110A) |

DK Allowed (FDQ130A)

Refusal Allowed (FDQ130A)

FDQ110A

Here are some reasons why people don't always have enough to eat. For each one, please tell me if that is a reason why you don't always have enough to eat.

Not enough money for food?

- 1 YES
- 2 NO

DK Allowed

Refusal Allowed

FDQ110B

[Here are some reasons why people don't always have enough to eat. For each one, please tell me if that is a reason why you don't always have enough to eat.]

Too hard to get to the store?

- 1 YES
- 2 NO

DK Allowed

Refusal Allowed

FDQ110C

[Here are some reasons why people don't always have enough to eat. For each one, please tell me if that is a reason why you don't always have enough to eat.]

On a diet?

- 1 YES
- 2 NO

DK Allowed

Refusal Allowed

FDQ110D

[Here are some reasons why people don't always have enough to eat. For each one, please tell me if that is a reason why you don't always have enough to eat.]

No working stove available?

1 YES

2 NO

DK Allowed

Refusal Allowed

FDQ110E

[Here are some reasons why people don't always have enough to eat. For each one, please tell me if that is a reason why you don't always have enough to eat.]

Not able to cook or eat because of health problems?

1 YES

(FDQ130A)

2 NO

(FDQ130A)

DK Allowed (FDQ130A)

Refusal Allowed (FDQ130A)

FDQ120A

Here are some reasons why people don't always have the kind of food they want or need. For each one, please tell me if that is a reason why you don't always have the kinds of food you want or need.

Not enough money for food?

1 YES

2 NO

DK Allowed

Refusal Allowed

FDQ120B

[Here are some reasons why people don't always have the kind of food they want or need. For each one, please tell me if that is a reason why you don't always have the kinds of food you want or need.]

Too hard to get to the store?

1 YES

2 NO

DK Allowed

Refusal Allowed

FDQ120C

[Here are some reasons why people don't always have the kind of food they want or need. For each one, please tell me if that is a reason why you don't always have the kinds of food you want or need.]

On a diet?

1 YES

2 NO

DK Allowed

Refusal Allowed

FDQ120D

[Here are some reasons why people don't always have the kind of food they want or need. For each one, please tell me if that is a reason why you don't always have the kinds of food you want or need.]

Kinds of food we want not available?

1 YES

2 NO

DK Allowed

Refusal Allowed

FDQ120E

[Here are some reasons why people don't always have the kind of food they want or need. For each one, please tell me if that is a reason why you don't always have the kinds of food you want or need.]

Good quality food not available?

1 YES

2 NO

DK Allowed

Refusal Allowed

FDQ130A

DISPLAY CURRENT MONTH.

DISPLAY "OFTEN," "SOMETIMES," AND "NEVER" IN BRIGHT WHITE.

USE "I," "MY," AND "YOU" IF THERE ARE NO HOUSEHOLD MEMBERS 16 OR OVER OR WITH AN AGE OF DK OR RF.

Now I am going to read you several statements that people have made about their food situation. For these statements, please tell me whether the statement was often true, sometimes true, or never true for (you/your household) in the last 12 months, that is, since last (current month).

"(I/We) worried whether (my/our) food would run out before (I/we) got money to buy more." Would you say that was often true, sometimes true, or never true for your household in the last 12 months?

1 OFTEN TRUE

2 SOMETIMES TRUE

3 NEVER TRUE

DK Allowed

Refusal Allowed

FDQ130B

DISPLAY CURRENT MONTH.

DISPLAY "OFTEN," "SOMETIMES," AND "NEVER" IN BRIGHT WHITE.

USE "I," "MY," AND "YOU" IF THERE ARE NO HOUSEHOLD MEMBERS 16 OR OVER OR WITH AN AGE OF DK OR RF.

[Now I am going to read you several statements that people have made about their food situation. For these statements, please tell me whether the statement was often true, sometimes true, or never true for (you/your household) in the last 12 months, that is, since last (current month).]

"The food that (I/we) bought just didn't last, and (I/we) didn't have money to get more." Would you say that was often, sometimes, or never true for your household in the last 12 months?

1 OFTEN TRUE

2 SOMETIMES TRUE

3 NEVER TRUE

DK Allowed

Refusal Allowed

FDQ130C

DISPLAY CURRENT MONTH.

DISPLAY "OFTEN," "SOMETIMES," AND "NEVER" IN BRIGHT WHITE.

USE "I," "MY," AND "YOU" IF THERE ARE NO HOUSEHOLD MEMBERS 16 OR OVER OR WITH AN AGE OF DK OR RF.

[Now I am going to read you several statements that people have made about their food situation. For these statements, please tell me whether the statement was often true, sometimes true, or never true for (you/your household) in the last 12 months, that is, since last (current month).]

"(I/We) couldn't afford to eat balanced meals." Would you say that was often, sometimes, or never true for your household in the last 12 months?

- 1 OFTEN TRUE
- 2 SOMETIMES TRUE
- 3 NEVER TRUE

DK Allowed

Refusal Allowed

FDQ130D

DISPLAY CURRENT MONTH.

DISPLAY '{CHILD}' IF ONLY FOCAL CHILD ON THE ROSTER.

DISPLAY 'THE CHILDREN' IF MORE THAN 1 CHILD ON THE ROSTER.

DISPLAY "OFTEN," "SOMETIMES," AND "NEVER" IN BRIGHT WHITE.

USE "I," "MY," AND "YOU" IF THERE ARE NO HOUSEHOLD MEMBERS 16 OR OVER OR WITH AN AGE OF DK OR RF.

[Now I am going to read you several statements that people have made about their food situation. For these statements, please tell me whether the statement was often true, sometimes true, or never true for (you/your household) in the last 12 months, that is, since last (current month).]

"(I/We) relied on only a few kinds of low-cost food to feed ({CHILD}/the children) because (I was/We were) running out of money to buy food." Would you say that was often, sometimes, or never true for your household in the last 12 months?

- 1 OFTEN TRUE
- 2 SOMETIMES TRUE
- 3 NEVER TRUE

DK Allowed

Refusal Allowed

FDQ130E

DISPLAY CURRENT MONTH.

DISPLAY '{CHILD}' IF ONLY FOCAL CHILD ON THE ROSTER.

DISPLAY 'THE CHILDREN' IF MORE THAN 1 CHILD ON THE ROSTER.

DISPLAY "OFTEN," "SOMETIMES," AND "NEVER" IN BRIGHT WHITE.

USE "I," "MY," AND "YOU" IF THERE ARE NO HOUSEHOLD MEMBERS 16 OR OVER OR WITH AN AGE OF DK OR RF.

[Now I am going to read you several statements that people have made about their food situation. For these statements, please tell me whether the statement was often true, sometimes true, or never true for (you/your household) in the last 12 months, that is, since last (current month).]

"(I/We) couldn't feed ((CHILD)/the children) a balanced meal because (I/we) couldn't afford that." Would you say that was often, sometimes, or never true for your household in the last 12 months?

- 1 OFTEN TRUE
- 2 SOMETIMES TRUE
- 3 NEVER TRUE

DK Allowed

Refusal Allowed

FDQ130F

DISPLAY '{CHILD}' IF ONLY FOCAL CHILD ON THE ROSTER.

DISPLAY 'THE CHILDREN' IF MORE THAN 1 CHILD ON THE ROSTER.

DISPLAY "OFTEN," "SOMETIMES," AND "NEVER" IN BRIGHT WHITE.

USE "I," "MY," AND "YOU" IF THERE ARE NO HOUSEHOLD MEMBERS 16 OR OVER OR WITH AN AGE OF DK OR RF.

[Now I am going to read you several statements that people have made about their food situation. For these statements, please tell me whether the statement was often true, sometimes true, or never true for (you/your household) in the last 12 months, that is, since last (current month).]

"((CHILD) was/The children were) not eating enough because (I/we) just couldn't afford enough food." Would you say that was often, sometimes, or never true for your household in the last 12 months?

- 1 OFTEN TRUE
- 2 SOMETIMES TRUE
- 3 NEVER TRUE

DK Allowed

Refusal Allowed

FDQ135BX

IF ANY OF FDQ130A TO FDQ130F = 1 OR 2 OR FDQ100 =3 OR 4, CONTINUE WITH FDQ140.
ELSE GO TO SECTION WPQ (WELFARE AND OTHER PUBLIC TRANSFERS).

FDQ140

In the last 12 months, did (you/you or other adults in your household) ever cut the size of your meals or skip meals because there wasn't enough money for food?

- 1 YES (FDQ150)
- 2 NO (FDQ160)

DK Allowed (FDQ160)

Refusal Allowed (FDQ160)

FDQ150

How often did this happen? Would you say...

- 1 Almost every month,
- 2 some months, but not every month, or
- 3 in only 1 or 2 months?

DK Allowed

Refusal Allowed

FDQ160

In the last 12 months, did you ever eat less than you felt you should because there wasn't enough money to buy food?

- 1 YES
- 2 NO

DK Allowed

Refusal Allowed

FDQ170

In the last 12 months, were you ever hungry but didn't eat because you couldn't afford enough food?

- 1 YES
- 2 NO

DK Allowed

Refusal Allowed

FDQ180

In the last 12 months, did you lose weight because you didn't have enough money for food?

- 1 YES
- 2 NO

DK Allowed

Refusal Allowed

FDQ185BX

IF FDQ140=1, OR ANY OF FDQ160 TO FDQ180=1, ASK FDQ190.
ELSE GO TO SECTION WPQ (WELFARE AND OTHER PUBLIC TRANSFERS).

FDQ190

IF R IS THE ONLY HOUSEHOLD MEMBER ON ROSTER OVER 18, DISPLAY 'YOU'.

IF MORE THAN ONE HOUSEHOLD MEMBER ON ROSTER OVER 18, DISPLAY 'YOU AND OTHER ADULTS IN YOUR HOUSEHOLD'.

In the last 12 months, did (you/you or other adults in your household) ever not eat for a whole day because there wasn't enough money for food?

- 1 YES (FDQ200)
- 2 NO (FDQ210)

DK Allowed (FDQ210)

Refusal Allowed (FDQ210)

FDQ200

How often did this happen? Would you say...

- 1 Almost every month
- 2 Some months, but not every month
- 3 In only 1 or 2 months

DK Allowed

Refusal Allowed

FDQ210

IF ONLY ONE CHILD IN THE HOUSEHOLD FILL IN PARENTHESES WITH CHILD'S FIRST NAME. IF THERE ARE OTHER CHILDREN FILL IN PARENTHESES WITH "ANY OF THE CHILDREN."
DISPLAY THE CURRENT MONTH IN {CURRENT MONTH OF LAST YEAR}

The next questions are about children living in the household who are under 18 years old.

In the last 12 months, since {CURRENT MONTH OF LAST YEAR} did you ever cut the size of ({CHILD})'s/any of the children's) meals because there wasn't enough money for food?

- 1 YES
- 2 NO

DK Allowed

Refusal Allowed

FDQ220

IF ONLY ONE CHILD IN THE HOUSEHOLD FILL IN PARENTHESES WITH CHILD'S FIRST NAME. IF THERE ARE OTHER CHILDREN FILL IN PARENTHESES WITH "ANY OF THE CHILDREN."

In the last 12 months, did ({CHILD})/any of the children) ever skip a meal because there wasn't enough money for food?

- 1 YES (FDQ230)
- 2 NO (FDQ240)

DK Allowed (FDQ240)

Refusal Allowed (FDQ240)

FDQ230

How often did this happen? Would you say...

- 1 Almost every month
- 2 Some months but not every month, or
- 3 In only 1 or 2 months?

DK Allowed

Refusal Allowed

FDQ240

IF ONLY ONE CHILD IN THE HOUSEHOLD FILL IN PARENTHESES WITH CHILD'S FIRST NAME. IF THERE ARE OTHER CHILDREN FILL IN PARENTHESES WITH "ANY OF THE CHILDREN."

In the last 12 months, (was {CHILD})/were the children) ever hungry but you just couldn't afford more food?

- 1 YES
- 2 NO

DK Allowed

Refusal Allowed

FDQ250

IF ONLY ONE CHILD IN THE HOUSEHOLD FILL IN PARENTHESES WITH CHILD'S FIRST NAME. IF THERE ARE OTHER CHILDREN FILL IN PARENTHESES WITH "ANY OF THE CHILDREN."

In the last 12 months, did ({CHILD})/any of the children) ever not eat for a whole day because there wasn't enough money for food?

- 1 YES
- 2 NO

DK Allowed

Refusal Allowed

FDQ260BX

GO TO SECTION WPQ (WELFARE AND OTHER PUBLIC TRANSFERS).

WELFARE AND OTHER PUBLIC TRANSFERS - WPQ

WPQ100

IF FALL K NON-RESPONDENT, DISPLAY 'IN THE PAST 12 MONTHS'.

IF CONTINUING HOUSEHOLD, DISPLAY 'SINCE {DATE OF LAST INTERVIEW}.' USE THE LATEST DATE COMPLETED.

DISPLAY STATE TANF PROGRAM NAME.

DO NOT DISPLAY THE WORDS "HELP TEXT" ON THE HELP SCREEN.

HELP AVAILABLE

(Since {DATE OF LAST INTERVIEW})/In the past 12 months), have you or anyone in your household received Temporary Assistance for Needy Families, sometimes called TANF {or{STATE TANF PROGRAM NAME}}?

PROBE: TANF was formally known as Aids to Families with Dependent Children, or AFDC.

HELP TEXT:

TANF: Temporary Assistance for Needy Families (TANF) or {STATE TANF PROGRAM NAME} in {STATE} is a government program that provides cash benefits to low-income families with children.

Past 12 Months: For this question, consider whether or not TANF (or AFDC) was received in the past 12 calendar months, not the last calendar year.

1 YES

2 NO

(WPQ110)

DK Allowed

Refusal Allowed

WPQ105

DISPLAY 'Since {DATE OF LAST INTERVIEW}' ONLY IF CONTINUING HOUSEHOLD. USE THE LATEST DATE COMPLETED.

OTHERWISE, DISPLAY 'DURING THOSE 12 MONTHS'.

DISPLAY STATE TANF PROGRAM NAME.

(Since {DATE OF LAST INTERVIEW})/During those 12 months), how many months did [someone in] your household receive TANF {or {STATE AFDC PROGRAM NAME}}?

ENTER NUMBER OF MONTH(S).

Range:1 to 12

DK Allowed

Refusal Allowed

WPQ110

DISPLAY 'Since {DATE OF LAST INTERVIEW}' ONLY IF CONTINUING HOUSEHOLD. USE THE LATEST DATE COMPLETED.

OTHERWISE, DISPLAY 'IN THE PAST 12 MONTHS':

DISPLAY 'HELP AVAILABLE' IN BRIGHT WHITE.

DO NOT DISPLAY THE WORDS "HELP TEXT" ON THE HELP SCREEN.

HELP AVAILABLE

(Since {DATE OF LAST INTERVIEW}/In the past 12 months), have you or anyone in your household received food stamps?

HELP TEXT:

Food Stamps: A government program that provides coupon books, checks, or plastic cards that can be used to buy food.

Past 12 Months: For this question, consider whether or not food stamps were received in the past 12 calendar months, not the last calendar year.

1 YES

(WPQ120)

2 NO

(WPQ150)

DK Allowed (WPQ150)

Refusal Allowed (WPQ150)

WPQ120

DISPLAY 'Since {DATE OF LAST INTERVIEW}' ONLY IF CONTINUING HOUSEHOLD. USE THE LATEST DATE COMPLETED.

OTHERWISE, DISPLAY 'DURING THOSE 12 MONTHS':

(Since {DATE OF LAST INTERVIEW}/During those 12 months), how many months did [someone in] your household receive food stamps?

ENTER NUMBER OF MONTH(S).

Range:1 to 12

DK Allowed

Refusal Allowed

WPQ150

Does {CHILD}'s school offer lunch for its students?

1 YES

(WPQ160)

2 NO

(WPQ200)

DK Allowed (WPQ200)

Refusal Allowed (WPQ200)

WPQ160

Does {Child} usually receive a complete lunch offered at school?

PROBE: By complete school lunch, I mean a complete meal such as a salad, soup, a sandwich, or a hot meal that is offered each day at a fixed price, not just milk, snacks, ice cream, or a lunch (he/she) brought from home.

1 YES

(WPQ170)

2 NO

(WPQ200)

DK Allowed (WPQ200)

Refusal Allowed (WPQ200)

WPQ170

DISPLAY 'FREE' AND 'REDUCED PRICE' IN BOLD WHITE.

Does {Child} receive free or reduced price lunches at school?

1 YES

(WPQ180)

2 NO

(WPQ200)

DK Allowed (WPQ200)

Refusal Allowed (WPQ200)

WPQ180

Are these lunches free or reduced price?

1 FREE

(WPQ190)

2 REDUCED PRICE

(WPQ200)

DK Allowed (WPQ200)

Refusal Allowed (WPQ200)

WPQ190

During the last five days {CHILD} was in school, how many complete school lunches did (he/she) receive?

Range:0 to 5

DK Allowed

Refusal Allowed

WPQ200

Does {CHILD}'s school offer breakfast for its students?

1 YES

(WPQ210)

2 NO

(WPQ230)

DK Allowed (WPQ230)

Refusal Allowed (WPQ230)

WPQ210

Does {CHILD} usually receive a breakfast provided by the school?

1 YES

(WPQ220)

2 NO

(WPQ230)

DK Allowed (WPQ230)

Refusal Allowed (WPQ230)

WPQ220

During the last five days {CHILD} was in school, how many school breakfasts did (he/she) receive?

Range:0 to 5

DK Allowed

Refusal Allowed

WPQ230

Does {CHILD} attend a day care center or a before or after school program, or receive child care in someone else's home?

1 YES

(WPQ240)

2 NO

(WPQ250BX)

DK Allowed (WPQ250BX)

Refusal Allowed (WPQ250BX)

WPQ240

How many meals or snacks per day does {CHILD} receive at the day care center or the before or after school program (he/she) attends?

Range:0 to 5

DK Allowed

Refusal Allowed

WPQ250BX

GO TO SECTION PAQ (PARENT INCOME AND ASSETS).

PARENT INCOME AND ASSETS - PAQ

PAQ100

PROGRAMMER: IF INTERVIEWER GETS DOLLARS, ROUTE HIM/HER TO PAQ135.

I have some questions about your income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?

Range:0 to 999999.99

DK Allowed (PAQ110)

Refusal Allowed (PAQ110)

PAQ110

[I have some questions about your income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?]

Was it...

- | | |
|------------------------|----------|
| 1 \$25,000 or less, or | (PAQ120) |
| 2 more than \$25,000? | (PAQ130) |

DK Allowed (PAQ135)

Refusal Allowed (PAQ135)

PAQ120

[I have some questions about your income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?]

Was it...

- | | |
|----------------------------|----------|
| 1 \$5,000 or less, | (PAQ135) |
| 2 \$5,001 to \$10,000, | (PAQ135) |
| 3 \$10,001 to \$15,000, | (PAQ135) |
| 4 \$15,001 to \$20,000, or | (PAQ135) |
| 5 \$20,001 to \$25,000? | (PAQ135) |

DK Allowed (PAQ135)

Refusal Allowed (PAQ135)

PAQ130

[I have some questions about your income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?]

Was it...

- | | |
|----------------------------|----------|
| 1 \$25,000 to \$30,000, | (PAQ135) |
| 2 \$30,001 to \$35,000, | (PAQ135) |
| 3 \$35,001 to \$40,000, | (PAQ135) |
| 4 \$40,001 to \$50,000, | (PAQ135) |
| 5 \$50,001 to \$75,000, or | (PAQ135) |
| 6 over \$75,000? | (PAQ135) |

DK Allowed (PAQ135)

Refusal Allowed (PAQ135)

PAQ135

Is tuition paid for {CHILD}'s education?

- | | |
|-------|------------|
| 1 YES | (PAQ137) |
| 2 NO | (PAQ140BX) |

DK Allowed (PAQ140BX)

Refusal Allowed (PAQ140BX)

PAQ137

PROGRAMMER: SOFT UPPER RANGE CHECK. NO LOWER RANGE CHECK.

Approximately, how much does {CHILD}'s family pay in tuition per year?

Range: to 25000

DK Allowed

Refusal Allowed

PAQ140BX

GO TO SECTION CMQ (MOBILITY AND TRACKING UPDATES).

MOBILITY AND TRACKING UPDATES – CMQ

CMQ050BX

IF (NumberOfChildren=1) OR

IF (NumberOfChildren >1 and ChildNum=1), CONTINUE WITH CMQ055BX.

IF (NumberOfChildren >1 and ChildNum=2), GO TO CMQ580BX.

CMQ055BX

IF FALL K CONTINUING HOUSEHOLD:

CHECK FALL K CMQ070:

IF FALL K CMQ070=1, GO TO CMQ100.

IF FALL K CMQ070=2, DK, RF, CONTINUE WITH CMQ060.

IF FALL K NONRESPONSE HOUSEHOLD, CONTINUE WITH CMQ060.

CMQ060

Just to make sure I can reach you for the next interview, which will take place next spring, I'd like to ask a few questions about how to find you.

Is there a second phone number, such as a work number, a friend or relative's number, or a beeper or call phone number, where you can sometimes be reached?

1 YES

(CMQ140)

2 NO

(CMQ158BX)

DK Allowed (CMQ158BX)

Refusal Allowed (CMQ158BX)

CMQ100

CAPI INSTRUCTION: DISPLAY SECOND PHONE NUMBER FROM FALL K COLLECTED AT CMQ080.

Just to make sure I can reach you for the next interview, which will take place next spring, I'd like to ask a few questions about how to find you.

I have recorded {PHONE NUMBER} as a second phone number where you can sometimes be reached? Is this the right number?

1 YES

(CMQ158BX)

2 NO

(CMQ140)

DK Allowed (CMQ158BX)

Refusal Allowed (CMQ158BX)

CMQ140

DISPLAY 'NEW' IF CMQ100=2. OTHERWISE, USE A NULL DISPLAY.

What is that telephone number?

ENTER {NEW} SECOND PHONE NUMBER.

DK Allowed (CMQ200)

Refusal Allowed (CMQ200)

CMQ150

Where is that telephone located?

- | | |
|----------------------------|------------|
| 1 OFFICE/PLACE OF BUSINESS | (CMQ158BX) |
| 2 RELATIVE (SPECIFY) | (CMQ155) |
| 3 NEIGHBOR (SPECIFY) | (CMQ155) |
| 4 FRIEND (SPECIFY) | (CMQ155) |
| 5 BEEPER NUMBER | (CMQ158BX) |
| 6 CELL PHONE | (CMQ158BX) |

Other Specify Allowed (CMQ155)

DK Allowed (CMQ158BX)

Refusal Allowed (CMQ158BX)

CMQ155

DISPLAY 'RELATIVE' IF CMQ150=2.

DISPLAY 'NEIGHBOR' IF CMQ150=3.

DISPLAY 'FRIEND' IF CMQ150=4.

DISPLAY 'OTHER' IF THE OTHER SPECIFY BOX OF CMQ150 IS CHECKED.

[Where is that telephone located?]

SPECIFY {RELATIVE / NEIGHBOR / FRIEND / OTHER}.

CMQ158BX

IF FALL K CMQ100=1, CONTINUE WITH CMQ200.

IF CMQ100 FROM FALL K WAS CODED AS NO, DK, OR RF, OR IF FALL K NONRESPONSE HOUSEHOLD, GO TO CMQ205.

CMQ200

CAPI INSTRUCTION: DISPLAY NAME, ADDRESS, AND PHONE NUMBER OF RELATIVE FROM FALL K CMQ110.

DK AND RF FROM ROUND 1 MUST SHOW UP AS PART OF THE ITEM TEXT AS "REFUSED," "REF," "DK," OR "DON'T KNOW."

DISPLAY CITY, STATE, AND ZIP ON 1 LINE.

I have recorded that {NAME OF RELATIVE/FRIEND}

at {PHONE NUMBER}

on

{STREET ADDRESS, LINE 1}

{STREET ADDRESS, LINE 2}

{CITY}

{STATE}

{ZIP CODE}

will always know how to get in touch with you. Is this still true?

IF NECESSARY SAY: I will only contact this person if I cannot locate you for the next interview.

- | | |
|------------------------------------|------------|
| 1 YES --- NO CORRECTION NEEDED | (CMQ290BX) |
| 2 YES --- MINOR CORRECTIONS NEEDED | (CMQ210) |
| 3 NO | (CMQ205) |

DK Allowed (CMQ290BX)

Refusal Allowed (CMQ290BX)

CMQ205

Is there a relative or friend, who does not live in this household, who will always know how to get in touch with the family?

IF NECESSARY SAY: I will only contact this person if I cannot locate you for the next interview.

1 YES

(CMQ210)

2 NO

(CMQ290BX)

DK Allowed (CMQ290BX)

Refusal Allowed (CMQ290BX)

CMQ210

IF FALL K CONTINUING HOUSEHOLD AND FALL K CMQ100=1, DISPLAY THE OLD INFORMATION FROM FALL K CMQ110 IN THE RESPONSE FIELDS.

IF CMQ200=2, DISPLAY 'CORRECT.' IF CMQ200=3, DISPLAY 'ENTER NEW.' OTHERWISE, DISPLAY 'ENTER.'

IF CMQ200=2, DISPLAY 'IF FIELD...INFORMATION.' OTHERWISE, USE A NULL DISPLAY.

What is the name, address, and telephone number of that person?

{ENTER / CORRECT / ENTER NEW} FIRST AND LAST NAME.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

CMQ220

IF FALL K CONTINUING HOUSEHOLD AND FALL K CMQ100=1, DISPLAY THE OLD INFORMATION FROM FALL K CMQ110 IN THE RESPONSE FIELDS.

IF CMQ200=2, DISPLAY 'CORRECT.' IF CMQ200=3, DISPLAY 'ENTER NEW.' OTHERWISE, DISPLAY 'ENTER.'

IF CMQ200=2, DISPLAY 'IF FIELD...INFORMATION.' OTHERWISE, USE A NULL DISPLAY.

[What is the name, address, and telephone number of that person?]

{ENTER / CORRECT / ENTER NEW} STREET ADDRESS, LINE 1.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

DK Allowed

Refusal Allowed

CMQ230

IF FALL K CONTINUING HOUSEHOLD AND FALL K CMQ100=1, DISPLAY THE OLD INFORMATION FROM FALL K CMQ110 IN THE RESPONSE FIELDS.

IF CMQ200=2, DISPLAY 'CORRECT.' IF CMQ200=3, DISPLAY 'ENTER NEW.'
OTHERWISE, DISPLAY 'ENTER.'

IF CMQ200=2, DISPLAY 'IF FIELD...INFORMATION.'
OTHERWISE, USE A NULL DISPLAY.

[What is the name, address, and telephone number of that person?]

{ENTER / CORRECT / ENTER NEW} STREET ADDRESS, LINE 2.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

DK Allowed
Refusal Allowed

CMQ240

IF FALL K CONTINUING HOUSEHOLD AND FALL K CMQ100=1, DISPLAY THE OLD INFORMATION FROM FALL K CMQ110 IN THE RESPONSE FIELDS.

IF CMQ200=2, DISPLAY 'CORRECT.' IF CMQ200=3, DISPLAY 'ENTER NEW.'
OTHERWISE, DISPLAY 'ENTER.'

IF CMQ200=2, DISPLAY 'IF FIELD...INFORMATION.'
OTHERWISE, USE A NULL DISPLAY.

[What is the name, address, and telephone number of that person?]

{ENTER / CORRECT / ENTER NEW} CITY.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

DK Allowed
Refusal Allowed

CMQ250

DISPLAY STATE ABBREVIATIONS.

IF FALL K CONTINUING HOUSEHOLD AND FALL K CMQ100=1, DISPLAY THE OLD INFORMATION FROM FALL K CMQ110 IN THE RESPONSE FIELDS.

IF CMQ200=2, DISPLAY 'CORRECT.' IF CMQ200=3, DISPLAY 'ENTER NEW.'
OTHERWISE, DISPLAY 'ENTER.'

IF CMQ200=2, DISPLAY 'IF FIELD...INFORMATION.'
OTHERWISE, USE A NULL DISPLAY.

HELP AVAILABLE

[What is the name, address, and telephone number of that person?]

{ENTER / CORRECT / ENTER NEW} STATE.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

DK Allowed
Refusal Allowed

CMQ260

IF FALL K CONTINUING HOUSEHOLD AND FALL K CMQ100=1, DISPLAY THE OLD INFORMATION FROM FALL K CMQ110 IN THE RESPONSE FIELDS.

IF CMQ200=2, DISPLAY 'CORRECT.' IF CMQ200=3, DISPLAY 'ENTER NEW.'
OTHERWISE, DISPLAY 'ENTER.'

IF CMQ200=2, DISPLAY 'IF FIELD...INFORMATION.'
OTHERWISE, USE A NULL DISPLAY.

[What is the name, address, and telephone number of that person?]

{ENTER / CORRECT / ENTER NEW} ZIP CODE.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

DK Allowed
Refusal Allowed

CMQ270

IF FALL K CONTINUING HOUSEHOLD AND FALL K CMQ100=1, DISPLAY THE OLD INFORMATION FROM FALL K CMQ110 IN THE RESPONSE FIELDS.

IF CMQ200=2, DISPLAY 'CORRECT.' IF CMQ200=3, DISPLAY 'ENTER NEW.'
OTHERWISE, DISPLAY 'ENTER.'

IF CMQ200=2, DISPLAY 'IF FIELD...INFORMATION.'
OTHERWISE, USE A NULL DISPLAY.

[What is the name, address, and telephone number of that person?]

IF NO TELEPHONE, ENTER '000.'

{ENTER / CORRECT / ENTER NEW} PHONE NUMBER, INCLUDING AREA CODE.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

DK Allowed
Refusal Allowed

CMQ280

IF FALL K CONTINUING HOUSEHOLD AND FALL K CMQ100=1, DISPLAY THE OLD INFORMATION FROM FALL K CMQ110 IN THE RESPONSE FIELDS.

IF CMQ200=2, DISPLAY 'CORRECT.' IF CMQ200=3, DISPLAY 'ENTER NEW.'
OTHERWISE, DISPLAY 'ENTER.'

IF CMQ200=2, DISPLAY 'IF FIELD...INFORMATION.' IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.
OTHERWISE, USE A NULL DISPLAY.

[What is the name, address, and telephone number of that person?]

PROBE: What is the person's relationship to you?

{ENTER / CORRECT / ENTER NEW} RELATIONSHIP OF PERSON TO RESPONDENT.

DK Allowed
Refusal Allowed

CMQ290BX

IF FALL K CONTINUING HOUSEHOLD:

IF FALL K CMQ130=1, CONTINUE WITH CMQ300.

IF FALL K CMQ130=2, DK, RF, AND SPRING CMQ205=2, DK, RF, GO TO CMQ390BX.

IF FALL K CMQ130=2, DK, RF, AND SPRING CMQ205 =1 (YES) OR WAS NOT ASKED, GO TO CMQ305.

IF FALL K NONRESPONSE HOUSEHOLD:

IF CMQ205=2, DK, RF, GO TO CMQ390BX.

IF CMQ205=1, GO TO CMQ305.

CMQ300

CAPI INSTRUCTION: DISPLAY NAME, ADDRESS, AND PHONE NUMBER OF RELATIVE FROM FALL K CMQ140.

DK AND RF FROM ROUND 1 MUST SHOW UP AS PART OF THE ITEM TEXT AS "REFUSED," "REF," "DK," OR "DON'T KNOW."

DISPLAY CITY, STATE, AND ZIP ON 1 LINE.

I have also recorded that {NAME OF RELATIVE/FRIEND}

at {PHONE NUMBER}

on

{STREET ADDRESS, LINE 1}

{STREET ADDRESS, LINE 2}

{CITY}

{STATE}

{ZIP CODE}

will always know how to get in touch with the family. Is this still true?

IF NECESSARY SAY: I will only contact this person if I cannot locate you for the next interview.

1 YES --- NO CORRECTION NEEDED

(CMQ390BX)

2 YES --- MINOR CORRECTIONS NEEDED

(CMQ310)

3 NO

(CMQ303BX)

DK Allowed (CMQ390BX)

Refusal Allowed (CMQ390BX)

CMQ303BX

IF CMQ205=2, DK, RF, GO TO CMQ390BX.

IF CMQ205 WAS NOT ASKED, CONTINUE WITH CMQ305.

CMQ305

Besides {PERSON AT CMQ210}, is there another relative or friend, who does not live in this household, who will always know how to get in touch with the family?

IF NECESSARY SAY: I will only contact this person if I cannot locate you for the next interview.

1 YES

(CMQ310)

2 NO

(CMQ390BX)

DK Allowed (CMQ390BX)

Refusal Allowed (CMQ390BX)

CMQ310

IF FALL K CONTINUING HOUSEHOLD AND FALL K CMQ130=1, DISPLAY THE OLD INFORMATION FROM FALL K CMQ140 IN THE RESPONSE FIELDS.

IF CMQ300=2, DISPLAY 'CORRECT.'
IF CMQ300=3, DISPLAY 'ENTER NEW.'
OTHERWISE, DISPLAY 'ENTER.'

IF CMQ300=2, DISPLAY 'IF FIELD...INFORMATION.'
OTHERWISE, USE A NULL DISPLAY.

What is the name, address, and telephone number of that person?

{ENTER / CORRECT / ENTER NEW} FIRST AND LAST NAME.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

CMQ320

IF FALL K CONTINUING HOUSEHOLD AND FALL K CMQ130=1, DISPLAY THE OLD INFORMATION FROM FALL K CMQ140 IN THE RESPONSE FIELDS.

IF CMQ300=2, DISPLAY 'CORRECT.'
IF CMQ300=3, DISPLAY 'ENTER NEW.'
OTHERWISE, DISPLAY 'ENTER.'

IF CMQ300=2, DISPLAY 'IF FIELD...INFORMATION.'
OTHERWISE, USE A NULL DISPLAY.

[What is the name, address, and telephone number of that person?]

{ENTER / CORRECT / ENTER NEW} STREET ADDRESS, LINE 1.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

DK Allowed

Refusal Allowed

CMQ330

IF FALL K CONTINUING HOUSEHOLD AND FALL K CMQ130=1, DISPLAY THE OLD INFORMATION FROM FALL K CMQ140 IN THE RESPONSE FIELDS.

IF CMQ300=2, DISPLAY 'CORRECT.'
IF CMQ300=3, DISPLAY 'ENTER NEW.'
OTHERWISE, DISPLAY 'ENTER.'

IF CMQ300=2, DISPLAY 'IF FIELD...INFORMATION.'
OTHERWISE, USE A NULL DISPLAY.

[What is the name, address, and telephone number of that person?]

{ENTER / CORRECT / ENTER NEW} STREET ADDRESS, LINE 2.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

DK Allowed

Refusal Allowed

CMQ340

IF FALL K CONTINUING HOUSEHOLD AND FALL K CMQ130=1, DISPLAY THE OLD INFORMATION FROM FALL K CMQ140 IN THE RESPONSE FIELDS.

IF CMQ300=2, DISPLAY 'CORRECT.'
IF CMQ300=3, DISPLAY 'ENTER NEW.'
OTHERWISE, DISPLAY 'ENTER.'

IF CMQ300=2, DISPLAY 'IF FIELD...INFORMATION.'
OTHERWISE, USE A NULL DISPLAY.

[What is the name, address, and telephone number of that person?]

{ENTER / CORRECT / ENTER NEW} CITY.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

DK Allowed
Refusal Allowed

CMQ350

DISPLAY STATE ABBREVIATIONS.

IF FALL K CONTINUING HOUSEHOLD AND FALL K CMQ130=1, DISPLAY THE OLD INFORMATION FROM FALL K CMQ140 IN THE RESPONSE FIELDS.

IF CMQ300=2, DISPLAY 'CORRECT.'
IF CMQ300=3, DISPLAY 'ENTER NEW.'
OTHERWISE, DISPLAY 'ENTER.'

IF CMQ300=2, DISPLAY 'IF FIELD...INFORMATION.'
OTHERWISE, USE A NULL DISPLAY.

HELP AVAILABLE

[What is the name, address, and telephone number of that person?]

{ENTER / CORRECT / ENTER NEW} STATE.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

DK Allowed
Refusal Allowed

CMQ360

IF FALL K CONTINUING HOUSEHOLD AND FALL K CMQ130=1, DISPLAY THE OLD INFORMATION FROM FALL K CMQ140 IN THE RESPONSE FIELDS.

IF CMQ300=2, DISPLAY 'CORRECT.'
IF CMQ300=3, DISPLAY 'ENTER NEW.'
OTHERWISE, DISPLAY 'ENTER.'

IF CMQ300=2, DISPLAY 'IF FIELD...INFORMATION.'
OTHERWISE, USE A NULL DISPLAY.

[What is the name, address, and telephone number of that person?]

{ENTER / CORRECT / ENTER NEW} ZIP CODE.

{IF FIELD IS INCOMPLETE, ENTER NEW INFORMATION.}

DK Allowed

Refusal Allowed

CMQ370

IF FALL K CONTINUING HOUSEHOLD AND FALL K CMQ130=1, DISPLAY THE OLD INFORMATION FROM FALL K CMQ140 IN THE RESPONSE FIELDS.

IF CMQ300=2, DISPLAY 'CORRECT.'
IF CMQ300=3, DISPLAY 'ENTER NEW.'
OTHERWISE, DISPLAY 'ENTER.'

IF CMQ300=2, DISPLAY 'IF FIELD...INFORMATION.'
OTHERWISE, USE A NULL DISPLAY.

[What is the name, address, and telephone number of that person?]

IF NO TELEPHONE, ENTER '000.'

{ENTER / CORRECT / ENTER NEW} PHONE NUMBER, INCLUDING AREA CODE.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

DK Allowed

Refusal Allowed

CMQ380

IF FALL K CONTINUING HOUSEHOLD AND FALL K CMQ130=1, DISPLAY THE OLD INFORMATION FROM FALL K CMQ140 IN THE RESPONSE FIELDS.

IF CMQ300=2, DISPLAY 'CORRECT.'
IF CMQ300=3, DISPLAY 'ENTER NEW.'
OTHERWISE, DISPLAY 'ENTER.'

IF CMQ300=2, DISPLAY 'IF FIELD...INFORMATION.'
OTHERWISE, USE A NULL DISPLAY.

[What is the name, address, and telephone number of that person?]

PROBE: What is the person's relationship to you?

{ENTER / CORRECT / ENTER NEW} RELATIONSHIP OF PERSON TO RESPONDENT.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

DK Allowed

Refusal Allowed

CMQ390BX

IF FALL K CONTINUING HOUSEHOLD AND FALL K CMQ170 IS COMPLETED, CONTINUE WITH CMQ395.

OTHERWISE, GO TO CMQ397BX.

DEFINITION OF "COMPLETED" NON-RESIDENT PARENT INFORMATION:

EITHER NAME + PHONE NUMBER OR NAME + CITY+ STATE ARE COLLECTED IN FALL K.

IF THE NON-RESIDENT PARENT ADDRESS COLLECTED IN FALL K DOES NOT MEET THE DEFINITION OF "COMPLETE," THEN CAPI ROUTES THAT CASE TO CMQ397BX.

CMQ395

DISPLAY THE NAME, ADDRESS, PHONE NUMBER, AND RELATIONSHIP OF NON-RESIDENTIAL PARENT FROM FALL K CMQ170.

DK AND RF FROM ROUND 1 MUST SHOW UP AS PART OF THE ITEM TEXT AS "REFUSED," "REF," "DK," OR "DON'T KNOW."

DISPLAY CITY, STATE, AND ZIP ON 1 LINE.

I have recorded {NAME OF NONRESIDENTIAL PARENT} at {PHONE NUMBER}

on

{STREET ADDRESS, LINE 1}

{STREET ADDRESS, LINE 2}

{CITY}

{STATE}

{ZIP CODE}

is {CHILD}'s {RELATIONSHIP AT CMQ170}.

Is this information still correct?

IF NECESSARY SAY: I will only contact this person if I cannot locate you for the next interview.

- | | |
|--|------------|
| 1 YES --- NO CORRECTIONS NEEDED | (CMQ500) |
| 2 YES --- MINOR CORRECTIONS NEEDED | (CMQ400) |
| 3 NO | (CMQ397BX) |
| 4 INFORMATION ALREADY PROVIDED IN PREVIOUS ITEMS | (CMQ500) |

DK Allowed (CMQ500)

Refusal Allowed (CMQ500)

CMQ397BX

IF FOCAL CHILD HAS AT LEAST ONE NON-RESIDENTIAL PARENT WHO THE CHILD HAS HAD CONTACT WITH (NRQ100=1 OR 2 FOR AT LEAST ONE NON-RESIDENTIAL PARENT), CONTINUE WITH CMQ400.

OTHERWISE, GO TO CMQ500.

IF CMQ395 WAS NOT ASKED AND IF FOCAL CHILD HAS AT LEAST ONE NON-RESIDENT PARENT WHO THE CHILD HAS HAD CONTACT WITH (NRQ100=1 OR 2 FOR AT LEAST ONE NON-RESIDENT PARENT), CONTINUE WITH CMQ400.

IF CMQ395=3 (NO) AND THE FOCAL CHILD HAS AT LEAST TWO NON-RESIDENT PARENT WHO THE CHILD HAS HAD CONTACT WITH (NRQ100=1OR 2 FOR TWO-NON-RESIDENT PARENTS), ALSO CONTINUE WITH CMQ400.

OTHERWISE, GO TO CMQ500.

CMQ400

CAPI INSTRUCTION: DISPLAY 'BIOLOGICAL MOTHER' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER.

CAPI INSTRUCTION: DISPLAY '{OR} BIOLOGICAL FATHER' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL FATHER.
DISPLAY THE 'OR' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER ALSO.

CAPI INSTRUCTION: DISPLAY '{OR} ADOPTIVE MOTHER' IF NRQ100=1 OR 2 FOR A NON-RESIDENT ADOPTIVE MOTHER.
DISPLAY THE 'OR' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER OR NON-RESIDENT BIOLOGICAL FATHER ALSO.

CAPI INSTRUCTION: DISPLAY '{OR} ADOPTIVE FATHER' IF NRQ100=1 OR 2 FOR A NON-RESIDENT ADOPTIVE FATHER.
DISPLAY THE 'OR' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER OR NON-RESIDENT BIOLOGICAL FATHER ALSO.

What is the name, address, and telephone number of {CHILD}'s {biological mother/ {or} biological father / {or} adoptive mother / {or} adoptive father}?

IF NECESSARY SAY: I will only contact this person if I cannot locate you for the next interview.

ENTER FIRST AND LAST NAME.

CMQ410

CAPI INSTRUCTION: DISPLAY 'BIOLOGICAL MOTHER' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER.

CAPI INSTRUCTION: DISPLAY '{OR} BIOLOGICAL FATHER' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL FATHER.
DISPLAY THE 'OR' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER ALSO.

CAPI INSTRUCTION: DISPLAY '{OR} ADOPTIVE MOTHER' IF NRQ100=1 OR 2 FOR A NON-RESIDENT ADOPTIVE MOTHER.
DISPLAY THE 'OR' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER OR NON-RESIDENT BIOLOGICAL FATHER ALSO.

CAPI INSTRUCTION: DISPLAY '{OR} ADOPTIVE FATHER' IF NRQ100=1 OR 2 FOR A NON-RESIDENT ADOPTIVE FATHER.
DISPLAY THE 'OR' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER OR NON-RESIDENT BIOLOGICAL FATHER ALSO.

[What is the name, address, and telephone number of {CHILD}'s {biological mother/ {or} biological father / {or} adoptive mother / {or} adoptive father}?

ENTER STREET ADDRESS, LINE 1.

DK Allowed
Refusal Allowed

CMQ420

CAPI INSTRUCTION: DISPLAY 'BIOLOGICAL MOTHER' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER.

CAPI INSTRUCTION: DISPLAY '{OR} BIOLOGICAL FATHER' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL FATHER.

DISPLAY THE 'OR' IF NEQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER ALSO.

CAPI INSTRUCTION: DISPLAY '{OR} ADOPTIVE MOTHER' IF NRQ100=1 OR 2 FOR A NON-RESIDENT ADOPTIVE MOTHER.

DISPLAY THE 'OR' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER OR NON-RESIDENT BIOLOGICAL FATHER ALSO.

CAPI INSTRUCTION: DISPLAY '{OR} ADOPTIVE FATHER' IF NRQ100=1 OR 2 FOR A NON-RESIDENT ADOPTIVE FATHER.

DISPLAY THE 'OR' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER OR NON-RESIDENT BIOLOGICAL FATHER ALSO.

[What is the name, address, and telephone number of {CHILD}'s {biological mother/ {or} biological father / {or} adoptive mother / {or} adoptive father}?]

ENTER STREET ADDRESS, LINE 2.

DK Allowed

Refusal Allowed

CMQ430

CAPI INSTRUCTION: DISPLAY 'BIOLOGICAL MOTHER' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER.

CAPI INSTRUCTION: DISPLAY '{OR} BIOLOGICAL FATHER' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL FATHER.

DISPLAY THE 'OR' IF NEQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER ALSO.

CAPI INSTRUCTION: DISPLAY '{OR} ADOPTIVE MOTHER' IF NRQ100=1 OR 2 FOR A NON-RESIDENT ADOPTIVE MOTHER.

DISPLAY THE 'OR' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER OR NON-RESIDENT BIOLOGICAL FATHER ALSO.

CAPI INSTRUCTION: DISPLAY '{OR} ADOPTIVE FATHER' IF NRQ100=1 OR 2 FOR A NON-RESIDENT ADOPTIVE FATHER.

DISPLAY THE 'OR' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER OR NON-RESIDENT BIOLOGICAL FATHER ALSO.

[What is the name, address, and telephone number of {CHILD}'s {biological mother/ {or} biological father / {or} adoptive mother / {or} adoptive father}?]

ENTER CITY.

DK Allowed

Refusal Allowed

CMQ440

CAPI INSTRUCTION: DISPLAY 'BIOLOGICAL MOTHER' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER.

CAPI INSTRUCTION: DISPLAY '{OR} BIOLOGICAL FATHER' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL FATHER.

DISPLAY THE 'OR' IF NEQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER ALSO.

CAPI INSTRUCTION: DISPLAY '{OR} ADOPTIVE MOTHER' IF NRQ100=1 OR 2 FOR A NON-RESIDENT ADOPTIVE MOTHER.

DISPLAY THE 'OR' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER OR NON-RESIDENT BIOLOGICAL FATHER ALSO.

CAPI INSTRUCTION: DISPLAY '{OR} ADOPTIVE FATHER' IF NRQ100=1 OR 2 FOR A NON-RESIDENT ADOPTIVE FATHER.

DISPLAY THE 'OR' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER OR NON-RESIDENT BIOLOGICAL FATHER ALSO.

HELP AVAILABLE

[What is the name, address, and telephone number of {CHILD}'s {biological mother/ {or} biological father / {or} adoptive mother / {or} adoptive father}?]

ENTER STATE.

DK Allowed

Refusal Allowed

CMQ450

CAPI INSTRUCTION: DISPLAY 'BIOLOGICAL MOTHER' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER.

CAPI INSTRUCTION: DISPLAY '{OR} BIOLOGICAL FATHER' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL FATHER.

DISPLAY THE 'OR' IF NEQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER ALSO.

CAPI INSTRUCTION: DISPLAY '{OR} ADOPTIVE MOTHER' IF NRQ100=1 OR 2 FOR A NON-RESIDENT ADOPTIVE MOTHER.

DISPLAY THE 'OR' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER OR NON-RESIDENT BIOLOGICAL FATHER ALSO.

CAPI INSTRUCTION: DISPLAY '{OR} ADOPTIVE FATHER' IF NRQ100=1 OR 2 FOR A NON-RESIDENT ADOPTIVE FATHER.

DISPLAY THE 'OR' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER OR NON-RESIDENT BIOLOGICAL FATHER ALSO.

[What is the name, address, and telephone number of {CHILD}'s {biological mother/ {or} biological father / {or} adoptive mother / {or} adoptive father}?]

ENTER ZIP CODE.

DK Allowed

Refusal Allowed

CMQ460

CAPI INSTRUCTION: DISPLAY 'BIOLOGICAL MOTHER' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER.

CAPI INSTRUCTION: DISPLAY '{OR} BIOLOGICAL FATHER' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL FATHER.

DISPLAY THE 'OR' IF NEQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER ALSO.

CAPI INSTRUCTION: DISPLAY '{OR} ADOPTIVE MOTHER' IF NRQ100=1 OR 2 FOR A NON-RESIDENT ADOPTIVE MOTHER.

DISPLAY THE 'OR' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER OR NON-RESIDENT BIOLOGICAL FATHER ALSO.

CAPI INSTRUCTION: DISPLAY '{OR} ADOPTIVE FATHER' IF NRQ100=1 OR 2 FOR A NON-RESIDENT ADOPTIVE FATHER.

DISPLAY THE 'OR' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER OR NON-RESIDENT BIOLOGICAL FATHER ALSO.

[What is the name, address, and telephone number of {CHILD}'s {biological mother/ {or} biological father / {or} adoptive mother / {or} adoptive father}?)

IF NO TELEPHONE, ENTER '000.'

ENTER PHONE NUMBER, INCLUDING AREA CODE.

DK Allowed

Refusal Allowed

CMQ470

CAPI INSTRUCTION: DISPLAY 'BIOLOGICAL MOTHER' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER.

CAPI INSTRUCTION: DISPLAY '{OR} BIOLOGICAL FATHER' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL FATHER.

DISPLAY THE 'OR' IF NEQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER ALSO.

CAPI INSTRUCTION: DISPLAY '{OR} ADOPTIVE MOTHER' IF NRQ100=1 OR 2 FOR A NON-RESIDENT ADOPTIVE MOTHER.

DISPLAY THE 'OR' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER OR NON-RESIDENT BIOLOGICAL FATHER ALSO.

CAPI INSTRUCTION: DISPLAY '{OR} ADOPTIVE FATHER' IF NRQ100=1 OR 2 FOR A NON-RESIDENT ADOPTIVE FATHER.

DISPLAY THE 'OR' IF NRQ100=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER OR NON-RESIDENT BIOLOGICAL FATHER ALSO.

[What is the name, address, and telephone number of {CHILD}'s {biological mother/ {or} biological father / {or} adoptive mother / {or} adoptive father}?)

PROBE: What is the person's relationship to {CHILD}?

ENTER RELATIONSHIP OF PERSON TO CHILD.

DK Allowed

Refusal Allowed

CMQ500

Are you, or is someone else, planning to move to a new home with {CHILD} before the fall of 1999?

1 YES

(CMQ510)

2 NO

(CMQ580BX)

DK Allowed (CMQ580BX)

Refusal Allowed (CMQ580BX)

CMQ510

What is address and telephone number where {CHILD} will move?

ENTER STREET ADDRESS, LINE 1.

DK Allowed

Refusal Allowed

CMQ520

[What is address and telephone number where {CHILD}'s will move?]

ENTER STREET ADDRESS, LINE 2.

DK Allowed

Refusal Allowed

CMQ530

[What is address and telephone number where {CHILD} will move?]

ENTER CITY.

DK Allowed

Refusal Allowed

CMQ540

DISPLAY STATE ABBREVIATIONS.

HELP AVAILABLE

[What is address and telephone number where {CHILD} will move?]

ENTER STATE.

DK Allowed

Refusal Allowed

CMQ550

[What is address and telephone number where {CHILD} will move?]

ENTER ZIP CODE.

DK Allowed

Refusal Allowed

CMQ560

[What is address and telephone number where {CHILD} will move?]

IF NO TELEPHONE, ENTER '000.'

ENTER PHONE NUMBER, INCLUDING AREA CODE.

DK Allowed

Refusal Allowed

CMQ570

CODE IF OBVIOUS. OTHERWISE, ASK: Will {CHILD} move . . .

- 1 To a new state,
- 2 To a new city or town in the same state, or
- 3 To a new home in the same city or town?

DK Allowed

Refusal Allowed

CMQ580BX

ASK CMQ600 THROUGH CMQ670 FOR EACH SAMPLED CHILD.

CMQ600

DISPLAY NAME OF THE SCHOOL CHILD CURRENTLY ATTENDS.

My records indicate that {CHILD} currently attends {NAME OF SCHOOL}. Will {he/she} be attending this school next year?

1 YES

(CMQ675BX)

2 NO

(CMQ610)

DK Allowed (CMQ675BX)

Refusal Allowed (CMQ675BX)

CMQ610

What is the name, address, and telephone number of the school {CHILD} will attend for first grade?

ENTER SCHOOL NAME.

CMQ620

[What is the name, address, and telephone number of the school {CHILD} will attend for first grade?]

ENTER STREET ADDRESS, LINE 1.

DK Allowed

Refusal Allowed

CMQ630

[What is the name, address, and telephone number of the school {CHILD} will attend for first grade?]

ENTER STREET ADDRESS, LINE 2.

DK Allowed

Refusal Allowed

CMQ640

[What is the name, address, and telephone number of the school {CHILD} will attend for first grade?]

ENTER CITY.

DK Allowed

Refusal Allowed

CMQ650

DISPLAY STATE ABBREVIATIONS.

HELP AVAILABLE

[What is the name, address, and telephone number of the school {CHILD} will attend for first grade?]

ENTER STATE.

Range:0 to 0

DK Allowed

Refusal Allowed

CMQ660

[What is the name, address, and telephone number of the school {CHILD} will attend for first grade?]

ENTER ZIP CODE.

DK Allowed

Refusal Allowed

CMQ670

[What is the name, address, and telephone number of the school {CHILD} will attend for first grade?]

IF NO TELEPHONE, ENTER '000.'

ENTER PHONE NUMBER, INCLUDING AREA CODE.

DK Allowed

Refusal Allowed

CMQ671

Is it a public or private school?

1 PUBLIC

(CMQ672)

2 PRIVATE

(CMQ673)

DK Allowed (CMQ675BX)

Refusal Allowed (CMQ675BX)

CMQ672

PROGRAMMER:

IF GET DISTRICT, ROUTE INTERVIEWER TO CMQ675BX.

What is the name of the district this school is located in?

DK Allowed (CMQ675BX)

Refusal Allowed (CMQ675BX)

CMQ673

What type of private school is it?

PROBE: Is it Catholic, another type of religious affiliation, or is it non-religious?

1 CATHOLIC

(CMQ674)

2 ANOTHER TYPE OF RELIGIOUS AFFILIATION

(CMQ675BX)

3 NON-RELIGIOUS

(CMQ675BX)

DK Allowed (CMQ675BX)

Refusal Allowed (CMQ675BX)

CMQ674

PROGRAMMER: ROUTE INTERVIEWER TO CMQ675BX.

What is the name of the diocese?

DK Allowed (CMQ675BX)

Refusal Allowed (CMQ675BX)

CMQ675BX

END LOOP 1:

IF NO NEXT SAMPLED CHILD, CONTINUE WITH CMQ.680.

OTHERWISE, GO TO INQ030BX.

CMQ680

WAS THIS INTERVIEW CONDUCTED BY TELEPHONE OR IN-PERSON?

- 1 TELEPHONE
- 2 IN-PERSON

CMQ690

WAS THIS INTERVIEW CONDUCTED IN ENGLISH, SPANISH, OR ANOTHER LANGUAGE?

- 1 ENGLISH
- 2 SPANISH

91 ANOTHER LANGUAGE (SPECIFY)

(CMQ695BX)

(CMQ695BX)

(CMQ690OS)

CMQ690OS

IF GET ANSWER, CONTINUE WITH CMQ.695BX.

[WAS THIS INTERVIEW CONDUCTED IN ENGLISH, SPANISH, OR ANOTHER LANGUAGE?]

SPECIFY OTHER LANGUAGE.

CMQ695BX

SET FINAL DISPOSITION CODE:

IF CMQ.680=1 (TELEPHONE) AND CMQ.690=1 (ENGLISH), SET DISPOSITION CODE TO 60.

IF CMQ.680=1 (TELEPHONE) AND CMQ.690=2 (SPANISH), SET DISPOSITION CODE TO 61.

IF CMQ.680=1 (TELEPHONE) AND CMQ.690=3 (ANOTHER LANGUAGE), SET DISPOSITION CODE TO 62.

IF CMQ.680=2 (IN-PERSON) AND CMQ.690=1 (ENGLISH), SET DISPOSITION CODE TO 63.

IF CMQ.680=2 (IN-PERSON) AND CMQ.690=2 (SPANISH), SET DISPOSITION CODE TO 64.

IF CMQ.680=2 (IN-PERSON) AND CMQ.690=3 (ANOTHER LANGUAGE), SET DISPOSITION CODE TO 65.

CMQ700

Thank you for your cooperation and for taking the time to participate in the Early Childhood Longitudinal Study.

PRESS ENTER TO CONTINUE.

CMQ720

PRESS 1 AND ENTER TO SAVE AND EXIT THIS CASE.